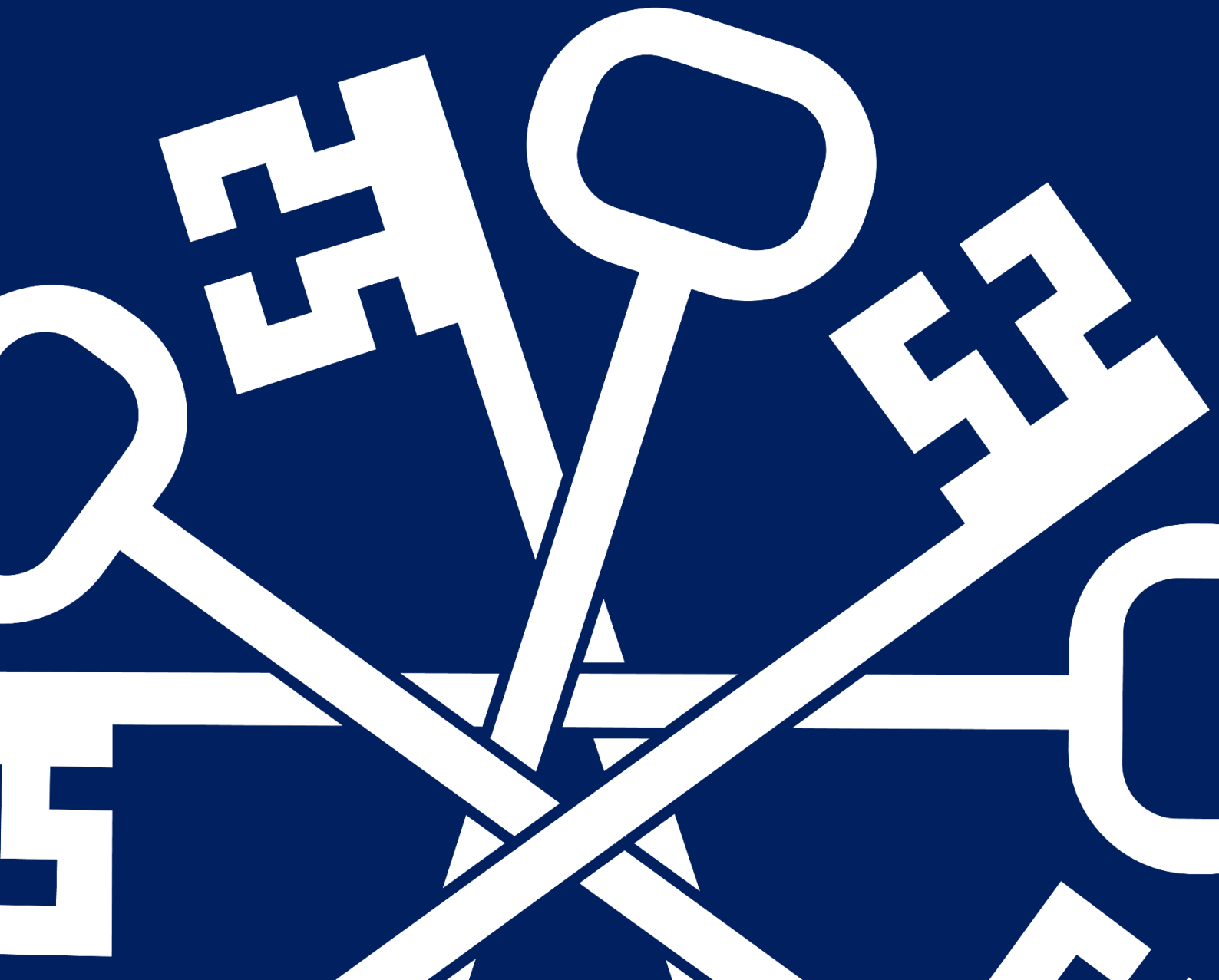
KEYS ACADEMIES TRUST

Safeguarding and Child Protection Policy Version 3.0



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NOVA PRIMARY ACADEMY
Building Character, Inspiring Ambition, Achieving Excellence

Name of Academy	Nova Primary Academy
Designated Safeguarding Lead	Julie Aubert
Deputy Designated Safeguarding Leads	Jemma Simper, Daniel Saull, Vicky Wells, Natasha Jones, Becky Marshall
Prevent Lead	Jemma Simper
Domestic Abuse Lead	Becky Marshall
School Safeguarding Governor	Joan Savage
School Safeguarding Email Address	Please contact the school office and ask for a DSL/DDSL
Names of Safer Recruitment Trained Staff	Julie Aubert, Jo Christopher, Daniel Saull, Jemma Simper.
Date Policy Ratified by Academy Committee	8th October 2026

1. Policy Statement

1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.

1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.

1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

2.1. 3.0: Policy updated following latest changes to KCSiE 2026, including increased guidance around AI, increased guidance and recognition of Mental Health and wellbeing.

2.2. Policy updated using Peterborough City Council and the Key model policy, including most recent KCSiE updates to policy.

2.3. Paragraph regarding recording devices and smart glasses included within policy, to clarify Trust position that recording devices of any kind are not permitted without express permission from the Headteacher / Executive Team.

3. Definitions

3.1. Terms and definitions used in this policy:

Term	Definition
SRO	Senior Responsible Officer
PCC	Peterborough City Council
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SEND	Special Educational Needs and Disabilities
PECS	Pyramid Exchange Communication System
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
MARAC	Multi Agency Risk Assessment Conference
HBA	Honour Based Abuse
CSE	Child Sexual Exploitation
CCE	Child Criminal Exploitation
LADO	Local Authority Designated Officer
EYFS	Early Years Foundation Stage

3.2. Safeguarding and promoting the welfare of children means:

a) Providing help and support to meet the needs of children as soon as problems emerge

b) Protecting children from maltreatment whether that is within or outside the home, including online

c) Preventing impairment of children's mental and physical health or development

d) Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

e) Taking action to enable all children to have the best outcomes

3.3. **Child protection** is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

3.4. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

3.5. **Neglect** is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

3.6. **Making or sharing of nudes or semi-nudes** is where children share nude or semi-nude images, such as photographs, videos or live streams. This also includes images that are digitally altered or wholly AI-generated (sometimes called 'deepfakes' or 'deep nudes') that otherwise appear to be a photograph or video. The sharing of nude or semi-nude images requires a safeguarding response whether they are consensual or non-consensual.

3.7. **Children** includes everyone under the age of 18.

3.8. The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

a) The local authority (LA)

b) Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

c) The chief officer of police for an area in the LA area

3.9. **Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

3.10. **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Context

4.1. Internal and external context relevant to this policy:

Internal Documents *List of internal documents related to this policy. Include reference numbers and links for easy access.*	• Allergies and Anaphylaxis Policy • Anti-bullying policy • Attendance policy (including Children who are absent from Education) • Behaviour policy • Complaints policy • Critical Incident plan • Equality policy • First Aid policy • Health and Safety policy

	• Intimate Care policy • Lone Working policy • Online Safety and Acceptable Use policy • Physical Intervention and/or Use of Reasonable Force policy • Protocol for children not collected from school at the end of the school day/activity • Responding to Prejudice Related incidents policy • Safer Recruitment policy • Staff Code of Conduct/Safer Working Practice • Staff Discipline and Grievance procedures • Supporting Pupils with Medical Conditions policy • Use of Mobile Phone and Other Smart Devices Policy • Whistleblowing policy
Legislation, Standards, etc. *List of external legislation or government regulations, etc. relating to this policy. Include website links for easy access.*	• A guide to the data protection exemptions | ICO • Addressing Child-on-Child Abuse • After-school clubs, community activities, and tuition - safeguarding guidance for providers • Alternative provision - GOV.UK • Cambridgeshire & Peterborough Safeguarding Partnership Board • Child abuse concerns: guide for practitioners - GOV.UK • Child-Sexual-Behaviour-Assessment-Tool • Children Act 1989 and Children Act 2004, • Contextual Risk Screening Tool • Cyber security training for school staff - NCSC.GOV.UK • Data Protection Act 2018 • DfE Non-Statutory Information Sharing Advice for Practitioners Providing Safeguarding Services for Children, Young People, Parents and Carers • Domestic Abuse Act 2021 • Early years foundation stage statutory framework for childminders • Education Act 2002 • Education for children with health needs who cannot attend school - GOV.UK • Equality Act 2010 • Female Genital Mutilation Act 2003 • Generative AI: product safety expectations - GOV.UK • Guidance for safer working practice for those working with children and young people in educational settings • Home - Shore • Human Rights Act 1998 • Keeping Children Safe in Education 2026 • Lucy Faithfull Foundation - Preventing child sexual abuse • Marriage and Civil Partnership (Minimum Age) Act 2022

	• Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK • Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board • National Prevent referral form • Operation Encompass • Prevent duty guidance: England and Wales (2023) • Public Sector Equality Duty: guidance for public authorities - GOV.UK • Relationships Education, Relationships and Sex Education and Health Education guidance • Safer Corridors Action Toolkit • Sexual Offences Act 2003 • Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK • Shore - Lucy Faithfull Foundation • The Apprenticeships, Skills, Children and Learning Act 2009 • The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children • The Education (Independent School Standards) Regulations 2014 • The Non-Maintained Special Schools • The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK • the statutory framework for the Early Years Foundation Stage • United Kingdom General Data Protection Regulation • When to call the police: Guidance for schools and colleges • Working Together to Improve School Attendance • Working Together to Safeguard Children: Statutory Guidance

5. Background

5.1. Academies in Keys Academies Trust ("the Trust") fully recognise the responsibility it has under section 175 of the Education Act 2002 (as amended The Non-Maintained Special Schools, The Apprenticeships, Skills, Children and Learning Act 2009 (as amended), and DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers to have arrangements in place to safeguard and promote the welfare of children. The welfare of the child is paramount and all decisions made by Keys Academies Trust will be taken in the best interests of children.

5.2. This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education 2026' (KCSiE). All staff must be made aware of their duties and responsibilities under Part One of KCSiE, which are set out below.

5.3. All staff, including those staff who do not work directly with children, should read the above document together with Annex A of Keeping Children Safe in Education 2026.

5.4. It is essential that everyone working in a school or college understands their safeguarding responsibilities. The Trust Board and proprietors, working in partnership with the senior leadership team and the Designated Safeguarding Lead (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of KCSIE.

5.5. The Trust Board and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSIE.

5.6. Through their day-to-day contact with pupils, and direct work with families, all staff in school have a responsibility to:

a) Identify concerns early, offer support, and prevent issues from escalating,

b) Provide a safe environment in which children can learn,

c) Identify children who may benefit from Family Help and early support,

d) Know what to do if a child tells them they are being abused or neglected in line with the setting procedures, and

e) Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of KCSIE).

5.7. This policy is consistent with the Cambridgeshire & Peterborough Safeguarding Partnership Board procedures.

6. Purpose

6.1. There are four main elements to this policy:

a) **Prevention –** Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

b) **Procedures –** For identifying and referring cases, or suspected cases, of abuse or exploitation.

c) **Supporting children –** Particularly those who may have been abused or witnessed violence towards others.

d) **Preventing unsuitable people working with children –** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

6.2. This policy is available to parents on request and is on the Trust website.

7. Scope

7.1. This policy sets out how the Trust's trustees and Academy Committees discharge its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils in Trust academies. Our policy applies to all staff, paid and unpaid, working in the school including Academy Committee Members.

Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school.

7.2. We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.

7.3. Safeguarding and promoting the welfare of children is defined as:

a) Providing help and support to meet the needs of children as soon as problems emerge,

b) Protecting children from maltreatment, whether that is within or outside the home, including online,

c) Preventing the impairment of children's mental and physical health or development,

d) Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,

e) Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and

f) Taking action to enable all children to have the best outcomes.

8. Useful Contacts

Useful Contact	Communication Route

PCC Education Safeguarding Team	Peterborougheducationsafeguarding@peterborough.gov.uk
PCC Education Safeguarding Manager	Rebecca.gibson@peterborough.gov.uk
PCC Education Safeguarding Advisor	Louise.hooper@peterborough.gov.uk
PCC Education Safeguarding Advisor	Gina.hayes@peterborough.gov.uk
PCC Education Safeguarding Operation Support Assistant	Melissa.clarke@peterborough.gov.uk
PCC Education Navigator – MASH	pcceducationnavigator@peterborough.gov.uk
Early Help/Targeted Support	Tel: 01733 863649
MASH – General Enquiries	Tel: 01733 864170
MASH – Professional Consultation Line	Tel: 01733 864180
MASH referral Portal	Professional (peterborough.gov.uk)
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@peterborough.gov.uk Tel: 01733 864038
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596
Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures	Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board

9. Equality statement

9.1. Some children have an increased risk of abuse, 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 recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

9.2. We give special consideration to children who:

a) Have special educational needs and disabilities (SEND) or health conditions (see section 10)

b) Are young carers

c) May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

d) Have English as an additional language (EAL)

e) Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

f) Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation

g) Are asylum seekers

h) Are at risk due to either their own or a family member's mental health needs

i) Are looked after or previously looked after

j) Are missing or absent from education for prolonged periods and/or frequently

k) Whose parent/carer has expressed an intention to remove them from school to be home educated

10. Prevention

10.1. Standard commitments

We recognise that children who are confident, resilient, listened to, and supported by positive relationships with trusted adults are better protected from harm. We are committed to creating a culture where safeguarding is everyone's responsibility, children's welfare is paramount, and children feel able to seek help when they need it.

10.2. Academies in the Trust will:

a) Establish and maintain a culture of safeguarding in which all children feel safe, secure, respected and valued, including within the online environment, and are encouraged and supported to talk openly about anything that worries them,

b) Ensure that all children are listened to and that their wishes, views and feelings are taken seriously and appropriately considered when determining what action to take, in accordance with their age, understanding and individual needs,

c) Ensure children know who they can turn to for help and support within the setting, understand how to report concerns about themselves or others, and are confident that concerns will be taken seriously and acted upon promptly and appropriately,

d) Promote protective behaviours, resilience, wellbeing and positive mental health through a broad, balanced and inclusive curriculum and through the wider life of the setting,

e) Provide a curriculum, including Relationships Education, Relationships and Sex Education and Health Education (where applicable), Health Education and online safety education, that is age, stage and developmentally appropriate and responsive to the specific needs, vulnerabilities and experiences of individual children,

f) Support children to recognise risks both online and offline, including abuse, exploitation, grooming, coercion, harmful sexual behaviour, sexual violence and sexual harassment, criminal exploitation, child-on-child abuse, radicalisation, misinformation and disinformation, and to know how to seek help and support,

g) Recognise that children may be at greater risk of harm or face additional barriers to disclosing abuse, including children with special educational needs and disabilities (SEND), children who are or have been looked after, young carers, children who identify as LGBTQ+, children experiencing mental health difficulties, and children with protected characteristics, and ensure appropriate support is in place,

h) Ensure all staff understand that safeguarding incidents and behaviours can be associated with factors outside the academy and can occur between children as well as between adults and children,

i) Promote equality, diversity and inclusion, helping children to develop an understanding of respect, tolerance, healthy relationships, consent, protected characteristics and individual differences,

j) Challenge, address and respond robustly to all forms of prejudice-related behaviour, discrimination and abuse, including sexism, misogyny, misandry, sexual harassment, sexual violence, homophobia, biphobia, transphobia, racism, disablism and other behaviours motivated by prejudice or hate. Such incidents will be recorded, monitored and responded to in accordance with the setting's policies and procedures, and

k) Foster strong and trusted relationships between children and staff to ensure that concerns can be identified early, help can be provided as soon as problems emerge, and children receive the right support at the right time.

10.3. Primary Academies in the Trust will:

a) Incorporate Relationships Education, Relationships and Sex Education and Health Education guidance into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

i. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed,

ii. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed,

iii. The importance of permission-seeking and giving in relationships with friends, peers and adults,

iv. That some people behave differently online, including by pretending to be someone they are not,

v. The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them,

vi. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met,

vii. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe,

viii. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact,

ix. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know,

x. How to recognise and report feelings of being unsafe or feeling bad about any adult or other children,

xi. How to ask for advice or help for themselves or others, and to keep trying until they are heard,

xii. How to report concerns or abuse, and the vocabulary and confidence needed to do so,

xiii. Where to get advice e.g. family, school and/or other sources.

b) We use Safer Spaces Action Toolkit developed by the Cambridgeshire PSHE Service which supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

10.4. Secondary Academies in the Trust will:

a) Incorporate Relationships Education, Relationships and Sex Education and Health Education guidance into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

b) How to determine whether other children, adults or sources of information are trustworthy,

c) How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships),

d) How to seek help or advice, including reporting concerns about others, if needed,

e) The characteristics of positive and healthy friendships,

f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control,

g) What constitutes sexual harassment and sexual violence and why these are always unacceptable,

h) About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removing potentially compromising material placed online,

i) What to do and where to get support to report material or manage issues online,

j) The impact of viewing harmful content,

k) That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners,

l) That sharing and viewing nude or semi-nude images of children (including those created by children) is a criminal offence which carries severe penalties including prison,

m) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships,

n) How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

o) We use Safer Corridors Action Toolkit developed by the Cambridgeshire PSHE Service

10.5. Nursery, primary and special schools using the personal safety units from the Cambridgeshire PSHE service personal development programme

We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme in nursery settings.

11. Roles and responsibilities

11.1. Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and trustees, and those serving on committees or local committees and governance professionals across our trust and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

11.2. The trust and its schools play a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. This will be underpinned by our:

a) Behaviour policy

b) Pastoral support system

c) Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

i. Healthy and respectful relationships

ii. Boundaries and consent

iii. Stereotyping, prejudice and equality

iv. Body confidence and self-esteem

v. How to recognise an abusive relationship (including coercive and controlling behaviour)

vi. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support

vii. What constitutes sexual harassment and sexual violence and why they're always unacceptable

11.3. All staff

All staff will:

a) Read and understand at least part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE), in full and review this guidance at least annually

b) Sign a declaration at the beginning of each academic year to say that they have read and reviewed the guidance

c) Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

d) Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

11.4. All staff will be aware of:

a) Our systems that support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety that includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education/who are absent from education.

b) Be aware of the trust's unauthorised absence procedures and children missing education procedures

c) The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

d) The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

e) The process for community-based Family Help assessments

f) What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

g) The signs of different types of abuse, neglect, exploitation and modern slavery, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

h) The safeguarding issues that often overlap and can put children at risk of harm, including:

i. Drug taking and/or alcohol misuse

ii. Unexplainable and/or persistent absences from education

iii. Serious violence, criminal exploitation (including that linked to county lines), radicalisation

iv. Consensual and non-consensual making or sharing of nudes or semi-nudes

i) New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm

j) The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

k) The fact that children can be at risk of harm inside and outside of their home, at school and online

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

m) That children who are (or who are perceived to be) lesbian, gay or bisexual can be vulnerable to discriminatory bullying

n) The potential vulnerabilities of children who are questioning their gender

o) That a child and their family may be experiencing multiple needs at the same time

p) What to look for to identify children who need help or protection

11.5. The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:

a) Provide advice and support to other staff on child welfare and child protection matters

b) Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

c) Contribute to the assessment of children

d) Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly

e) Have a good understanding of harmful sexual behaviour

f) Have a good understanding of the filtering and monitoring systems and processes in place at our school

g) Keep the headteacher informed of any issues

h) Liaise with local authority case managers and designated officers for child protection concerns as appropriate

i) Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

j) Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

k) Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

l) Ensure that child protection files are kept up to date

m) Where children leave the school, ensure their child protection file is transferred to the new school

The full responsibilities of the DSL and deputies are set out in their job description.

11.6. The board of trustees

The board will:

a) Facilitate a trust-wide approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

b) Ensure that all staff who work directly with children read **at least part 1** of Keeping Safe in Education (KCSIE) and those staff who do not work directly with children read **part 1** of KCSIE

c) Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

d) Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and each school's local multi-agency safeguarding arrangements

e) Appoint a link Trustee to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

f) Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners

g) Ensure that each school has a policy in respect of the use of restrictive interventions, including the use of reasonable force and which reflects that the adoption of a 'no contact' policy can leave staff unable to fully support and protect pupils

h) Ensure the Trust has appropriate cyber security systems in place

i) Ensure that the Trust has appropriate filtering and monitoring systems in place, and review their effectiveness at least once every academic year. This includes:

i. Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

ii. Ensuring that reviews should are carried out by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT team. The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record of these checks will be kept

iii. Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the Trust in meeting these standards

j) Make sure:

i. The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

ii. Online safety is a running and interrelated theme within a whole-school approach to safeguarding and related policies

iii. The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place

iv. The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, trainee teachers, volunteers and contractors). Appendix 3 of this policy covers this procedure

v. That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

k) Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

i. Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed

ii. Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate

iii. Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

11.7. Academy Committees

Governors on local Academy Committees will review the school-specific elements of the policy after the trust level policy has been reviewed and approved.

We will appoint a member of each Academy Committee to act as the governor responsible for safeguarding, to liaise with the school DSL on local safeguarding issues and report to the safeguarding trustee.

11.8. The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

a) Ensuring that staff (including temporary staff) and volunteers:

i. Are informed of our systems that support safeguarding, including this policy, as part of their induction

ii. Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

b) Communicating this policy to parents/carers when their child joins the school and via the school website

c) Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

d) Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

e) Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

f) Ensuring the relevant staffing ratios are met, where applicable

g) Making sure each child in the Early Years Foundation Stage is assigned a key person

h) Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

12. Procedures

12.1. Multi-agency procedures

We will follow the procedures set out in the Cambridgeshire & Peterborough Safeguarding Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website.

We will liaise with the three statutory safeguarding partners (Local Authority, Health and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2026.

12.2. The Academy Committee will ensure academies:

a) Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

b) Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping children safe in education 2026 Annex B).

c) Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters (see Keeping children safe in education 2026 Annex B). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Safeguarding Team and that this training is updated **at least every two years.**

d) Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training **at least annually**.

e) Ensure that every member of staff, paid and unpaid, and the academy committee knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

f) Ensure all staff understand the requirement to log any concerns on MyConcern within 15 minutes of the concern being raised.

g) Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

h) Liaise with the three statutory safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children: Statutory Guidance.

i) Nominate an Academy Committee member for safeguarding and child protection who has undertaken appropriate training.

j) Ensure every member of staff and every governor knows:

i. The name of the Designated Safeguarding Lead/Deputies and their role,

ii. How to identify the signs of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online,

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

iv. How to pass on and record concerns about a pupil/student,

v. That they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL,

vi. What is meant by, and the importance of, showing professional curiosity

vii. that they have a responsibility to provide a safe environment in which children can learn,

viii. Where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website,

ix. Their role in the early help process,

x. The process for making referrals to children's social care,

xi. The safeguarding response to children who are absent from education; particularly on repeat occasions and/or prolonged periods,

12.3. The role of filtering and monitoring and the process for reporting issues:

a) Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. This should also include training on disinformation, misinformation and conspiracy theories. The training should be **regularly updated**, at least annually, (including online safety) to continue to provide them with relevant skills and knowledge to safeguard children effectively.

b) The Academy's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education 2026, Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges and Generative AI: product safety expectations - GOV.UK. The Academy's online safety policy is aligned to the Trust's behaviour policy and reflects our approach to issues of online safety (including Sharing nudes and semi-nudes: advice for education settings working with children and young people); empowering us to protect and educate the whole Trust community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

c) Ensure that **all** staff recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children. Such concerns are addressed sensitively and effectively in accordance with whistle-blowing policies, including low level concerns and allegations against staff. See Appendix 1: Dealing With Allegations Or Concerns About An Adult Working With Children for more information.

d) Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus, website and home/school agreements.

e) Ensure that this policy is available publicly either via the school office and on the website.

f) Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

g) Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.

h) When pupils are educated off-site (Education for children with health needs who cannot attend school) or in Alternative Provision, schools/colleges must ensure they:

i. Obtain written confirmation from the alternative provider that all staff have undergone appropriate safeguarding checks,

ii. Request written details of any arrangements that could pose a risk to the child,

iii. Keep records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend,

iv. Regularly review the placement to ensure it remains safe and suitable for the child's needs,

v. If safeguarding concerns arise, the placement must be immediately reviewed and ended if necessary.

13. Multi-agency working

13.1. Trust Academies will:

a) Work to develop effective links with relevant services to promote the safety and welfare of all pupils/students,

b) Co-operate as required, in line with Working Together to Safeguard Children: Statutory Guidance, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

c) The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

d) Notify the relevant Social Care Team immediately if:

i. It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),

ii. There is an unexplained absence of a pupil who is subject to a Child Protection Plan,

iii. There is any change in circumstances to a pupil who is subject to a Child Protection Plan.

e) When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

14. Record keeping

14.1. Trust Academies will keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children's Social Care immediately.

14.2. Records should include:

a) A clear and comprehensive summary of the concern,

b) The child's wishes and feelings,

c) Details of how the concern was followed up and resolved,

d) A note of any action taken, decisions reached and the outcome,

e) A record of any discussion/communication with parents, other agencies etc.

14.3. Electronic records are stored on an identified, purpose-built, secure platform (MyConcern) and meets the DfE's Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges. All staff are directed to the National Cyber Security Centre's (NCSC) Cyber security training for school staff.

14.4. The Trust will:

a) Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days.

b) The DSL will consider whether it would be appropriate to share information with the new setting in advance of a child leaving.

c) Make parents aware that such records exist except where to do so would place the child at risk of harm.

d) Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

15. Confidentiality and information sharing

15.1. Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

15.2. The Trust will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the Data Protection Act 2018 and UK GDPR.

15.3. Trust Academies will:

a) Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately,

b) Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (DfE Non-Statutory Information Sharing Advice for Practitioners Providing Safeguarding Services for Children, Young People, Parents and Carers),

c) Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher,

d) Ensure staff are clear with children that they cannot promise to keep secrets.

15.4. The Designated Safeguarding Lead/Deputies will:

a) Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required,

b) Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime,

c) Record when decisions are made to share or withhold information, who information has been shared with and why.

d) In cases where the Serious Harm Test is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt, schools should seek independent legal advice,

e) Seek advice about confidentiality from outside agencies if required.

16. Communication with parents/carers

16.1. The Trust is committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:

16.2. Where there are concerns about a child's welfare, we will, wherever appropriate:

a) seek to discuss these with parents and carers, and

b) work in partnership with them to identify the most effective support.

16.3. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal investigation. In such cases, we will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and

16.4. We will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

16.5. The Academy's will:

a) Ensure that parents/carers are informed of the responsibility placed on the setting and staff in relation to child protection by setting out its duties in the school website.

b) Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

c) Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents. For example, if the Academy believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

17. Child-on-child abuse

17.1. Addressing Child-on-Child Abuse is a useful resource for schools and colleges. We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to:

a) Bullying (including cyberbullying),

b) Prejudice-based and discriminatory bullying,

c) Abuse within intimate partner relationships,

d) Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,

e) Sexual violence and sexual harassment,

f) Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos,

g) Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,

h) Upskirting and initiation or hazing type violence and rituals.

17.2. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

17.3. The Academy will:

a) Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated,

b) Provide training for staff about recognising and responding to child-on-child abuse; including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators,

c) Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter',

d) Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online,

e) Provide high quality Relationship and Sex Education (RSE), Health Education (HE) and/or enrichment programmes including teaching about consent,

f) Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding procedures.

g) Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

17.4. The Designated Safeguarding Lead will refer to the Cambridgeshire & Peterborough Safeguarding Partnership Board's Child-Sexual-Behaviour-Assessment-Tool if there is a concern that a young person may be displaying sexually harmful behaviours.

18. Dealing with child-on-child sexual violence and sexual harassment between children

18.1. Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

18.2. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, may adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

18.3. The Academy will:

a) Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated,

b) Provide training for staff on how to manage a report of sexual violence or sexual harassment.

c) Make decisions on a case-by-case basis,

d) Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making,

e) Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review,

f) Consider the welfare of both the victim(s) and perpetrator(s) in these situations,

g) Liaise closely with external agencies, including police and social care, when required,

h) Refer to Keeping Children Safe in Education 2026 for full details of procedures to be followed in such cases. Also see Sharing nudes and semi-nudes: how to respond to an incident.

18.4. Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of KCSIE, which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see Sharing nudes and semi-nudes: how to respond to an incident.

19. Supporting Children

19.1. The Academy recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be made aware of Child abuse concerns: guide for practitioners and When to call the police: Guidance for schools and colleges; supporting all children by:

a) Providing curricular opportunities to encourage self-esteem and self-motivation,

b) Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community,

c) Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred,

d) Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management,

e) Liaising with other agencies which support the pupil such as Social Care, Police, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Sexual Behaviour Service or Early Help (Targeted Support) Teams,

f) Refer to the Lucy Faithfull Foundation's Shore Space. Which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours,

g) Promoting supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

19.2. The Academy recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 10 of Keeping children safe in education 2026 for the complete list.

20. Children with disabilities, certain health conditions, additional needs or special educational needs

20.1. The Trust SEND Policy is available on the Trust website.

20.2. We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Staff who deal with children with complex and multiple disabilities, emotional and behavioural challenges should be particularly sensitive to indicators of abuse.

20.3. The Academy has pupils with emotional and behavioural difficulties or challenging behaviours. The Academy will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall behaviour support plan agreed with parents and carers.

20.4. As part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as:

a) How to recognise if they are feeling unsafe including within family relationships and friendships,

b) How to ask for help,

c) The difference between safe and unsafe secrets,

d) The difference between safe and unsafe physical contact,

e) How to recognise and manage risk including online.

20.5. The content of lessons will be shared with parents and carers so that these skills can be supported at home.

20.6. The school has pupils who may have communication difficulties. We are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

20.7. Under the Equality Act 2010, there is also a duty to make reasonable adjustments for disabled children and young people.

20.8. Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

20.9. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

21. Young carers

21.1. The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

21.2. The Academy will:

a) Seek to identify young carers,

b) Offer additional support internally,

c) Signpost to external agencies,

d) Be particularly vigilant to the welfare of young carers, and

e) Follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

22. Children at risk of criminal exploitation

22.1. Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

22.2. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. This is known as Extra-Familial Harm/Contextual Safeguarding and Risk Outside the Home. The school will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

22.3. The Designated Safeguarding Lead will complete Cambridgeshire & Peterborough Safeguarding Partnership Board's Contextual Risk Screening Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

22.4. The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

23. Children at risk of child sexual exploitation

23.1. Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

23.2. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

23.3. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

23.4. The Designated Safeguarding Lead will complete the Cambridgeshire & Peterborough Safeguarding Partnership Board's Contextual Risk Screening Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

23.5. The Academy recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

23.6. Academies are working in partnership with Cambridgeshire Police and Peterborough County Council identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme.

23.7. Peterborough's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

24. Children frequently absent from education

24.1. The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

24.2. Academies recognise that children who are absent from education, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones and risk of FGM or forced marriage.

24.3. The school monitors and follows up on the attendance of individual pupils closely, as outlined in their Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

24.4. The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

24.5. The school will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

25. Children misusing drugs or alcohol

25.1. The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient to initiate child protection proceedings.

25.2. The Academy will consider such action when there is evidence or reasonable cause:

a) To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse,

b) To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults,

c) Where the misuse is suspected of being linked to parent/carer substance misuse,

d) Where the misuse indicates an urgent health or safeguarding concern,

e) Where the child is perceived to be at risk of harm through any substance associated criminality.

26. Children living with substance misusing parents and carers

26.1. Misuse of drugs or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic abuse.

26.2. When the Academy receives information about drug and alcohol abuse by a child's parents or carers, they will follow appropriate procedures.

26.3. This is particularly important if the following factors are present:

a) Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children,

b) Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers,

c) The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour,

d) Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance,

e) Disturbed moods because of withdrawal symptoms or dependency,

f) Unsafe storage of drugs and/or alcohol or injecting equipment,

g) Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

27. Children living with domestic abuse

27.1. The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

27.2. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

27.3. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

27.4. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

a) Psychological,

b) Physical,

c) Sexual,

d) Financial, and

e) Emotional, coercive or controlling behaviour.

27.5. The Academy recognises that where there is domestic abuse in a family, the children or young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm. Domestic abuse can also affect children in their personal relationships as well as in the context of home life.

27.6. Staff will follow the procedures outlined in this policy if concerns of domestic abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

27.7. Academies work in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

27.8. To achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents to which Police have been called, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead. All such notifications will be shared by the PCC Education Navigator if the appropriate consent has been obtained.

27.9. On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

28. Children at risk of 'honour-based' abuse including female genital mutilation

28.1. So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

28.2. The Marriage and Civil Partnership (Minimum Age) Act 2022 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

28.3. It is a criminal offence to exploit vulnerable children by arranging for them to marry under any circumstances.

28.4. The Academy will manage any concerns relating to forced marriage sensitively and will report concerns immediately using the procedures outlined in this policy.

28.5. FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

28.6. In accordance with the Female Genital Mutilation Act 2003, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

29. Children who have returned home to their family from care

29.1. The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire & Peterborough Safeguarding Partnership Board's Multi-Agency Policies and Procedures.

30. Children showing signs of abuse, neglect or exploitation

30.1. School recognises that experiencing abuse, neglect and/or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect and/or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

30.2. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (Risks outside the Home – ROTH) 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.

30.3. School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

31. Children at risk of radicalisation

31.1. Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school or colleges safeguarding approach.

31.2. The academy committee will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2yrs) and that all staff receive training about the Prevent Duty within induction and regular updates/annual refreshers.

31.3. Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. Designated Safeguarding Leads (and Deputies) should be aware of local procedures for completing a National Prevent referral form.

31.4. See also The Prevent duty: an introduction for those with safeguarding responsibilities, and Prevent duty guidance: England and Wales (2023).

32. Privately fostered children

32.1. Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or close relative, in their own home for 28 days or more.

32.2. The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements via a Safeguarding Referral. Professionals – Making a Referral | Cambridgeshire and Peterborough Safeguarding Partnership Board

33. Children with family members in prison

33.1. The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

33.2. The school recognises that children with family members in prison are at risk of poor outcomes including:

a) Poverty,

b) Stigma,

c) Isolation,

d) Poor mental health, and

e) Poor attendance.

33.3. The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

33.4. The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

34. Online Safety and the use of Mobile Technology

34.1. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our Trust aims to:

a) Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

b) Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

c) Set clear guidelines for the use of mobile phones for the whole school community, including the expectation that our school is a mobile phone-free environment by default

d) Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

34.2. The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

a) **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories

b) **Contact** – being subjected to harmful online interaction with other users or generative AI applications that simulate this, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

c) **Conduct** – online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images including those generated using AI and online bullying; and

d) **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

a) Educate pupils about online safety as part of our curriculum. For example:

i. The safe use of social media, the internet and technology

ii. Keeping personal information private

iii. How to recognise unacceptable behaviour online

iv. How to report any incidents of cyberbullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

b) Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year

c) Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

d) Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

i. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present

ii. Staff will not take pictures or recordings of pupils on their personal phones or cameras

e) Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the trust/school's ICT systems and use of their mobile and smart technology

f) Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

g) Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

h) Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

i) Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

j) Carry out an annual review of our filtering and monitoring effectiveness. This will be conducted by [insert member of SLT responsible for filtering and monitoring] with the support of our DSL and IT support

k) Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

l) Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

35. Artificial intelligence (AI)

35.1. Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

35.2. The Trust recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

35.3. The Trust will treat any use of AI to access harmful content or bully pupils in line with this policy and our school's anti-bullying policy.

35.4. Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the Trust. Our trust/school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

36. Recording Devices and Smart Glasses

36.1. To protect the safeguarding and privacy of our pupils and staff, recording devices must not be used on school premises without prior authorisation from the Headteacher / Executive Team. This includes:

a) Mobile phones and cameras

b) Smart glasses and augmented reality devices including those with prescription lenses

c) Smartwatches with recording capability

d) Any other device capable of capturing images, video, or audio

36.2. **If you wear prescription smart glasses:** We understand that some visitors may wear prescription glasses that also have smart features. If your prescription glasses have recording, camera, or connectivity features, you must ensure these functions are disabled while on school premises. If you're unable to disable these features, please contact the school office in advance to discuss alternative arrangements.

37. Preventing Unsuitable People From Working With Children

37.1. The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of Keeping Children Safe in Education 2026. This section should be read in conjunction with the school's Safer Recruitment Policy.

37.2. The academy committee will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

38. Allegations that may meet the harms threshold (KCSIE Part Four, Section One)

38.1. Any allegation of abuse made against teachers, (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education 2026, Part Four, Section One, will be reported straight away *to the Academy Headteacher. If the concern is about a Headteacher, is will be reported straight away to the Chief Executive Officer of Keys Academies Trust.*

38.2. The school or Trust will follow the procedures set out in Part Four of Keeping Children Safe in Education 2026.

38.3. The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education 2026, Part Four and the school's HR Policies as well as seek advice from their HR provider.

38.4. The Headteacher or CEO will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

38.5. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. Schools and colleges will use the guidance chart found in Appendix 1: Dealing With Allegations Or Concerns About An Adult Working With Children to support their decision-making.

38.6. Where the academy identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

38.7. Academies will consider:

a) **Looking after the welfare of the child** - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.

b) **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

38.8. Academies will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

38.9. Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

39. Concerns that do not meet the harms threshold

39.1. Low level concerns that do not meet the harms threshold should be reported to the Headteacher. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

39.2. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chief Executive Officer. The school will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education 2026.

39.3. The Academy will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

a) Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

b) Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

39.4. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

39.5. MyConcern Confide is used by all Academies to log low-level concerns. Records are be confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR.

39.6. The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the Trust are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

39.7. Academies should ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents and carers as advised within the Local Authority's Guidance for safer working practice for those working with children and young people in educational settings.

39.8. As part of the induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, or if on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

39.9. All staff have signed to confirm that they have read the Lucy Faithfull Foundation's 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

39.10. Academies will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

40. Other Related Policies and Procedures

40.1. See section 4 for the links to relevant policies.

41. Academy Committee Safeguarding Responsibilities

41.1. Academy Committees should ensure they facilitate a whole Academy approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

41.2. The Academy Committee fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective; always complying with the law and government guidance.

41.3. It will:

a) Nominate a member for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues,

b) Ensure that all Academy Committee and trustees receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated,

c) Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the Local Multi-Agency Safeguarding Arrangements,

d) Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) is made to the academy committee and copied to the Peterborough Education Safeguarding Team. Any weaknesses will be rectified without delay,

e) Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff,

f) Ensure that this Safeguarding and Child Protection policy is be published on the school website,

g) Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed,

h) Ensure children's wishes and feelings are considered where there are safeguarding concerns.

42. Use of Trust premises for non-Trust activities

42.1. If the academy committee provides extended facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

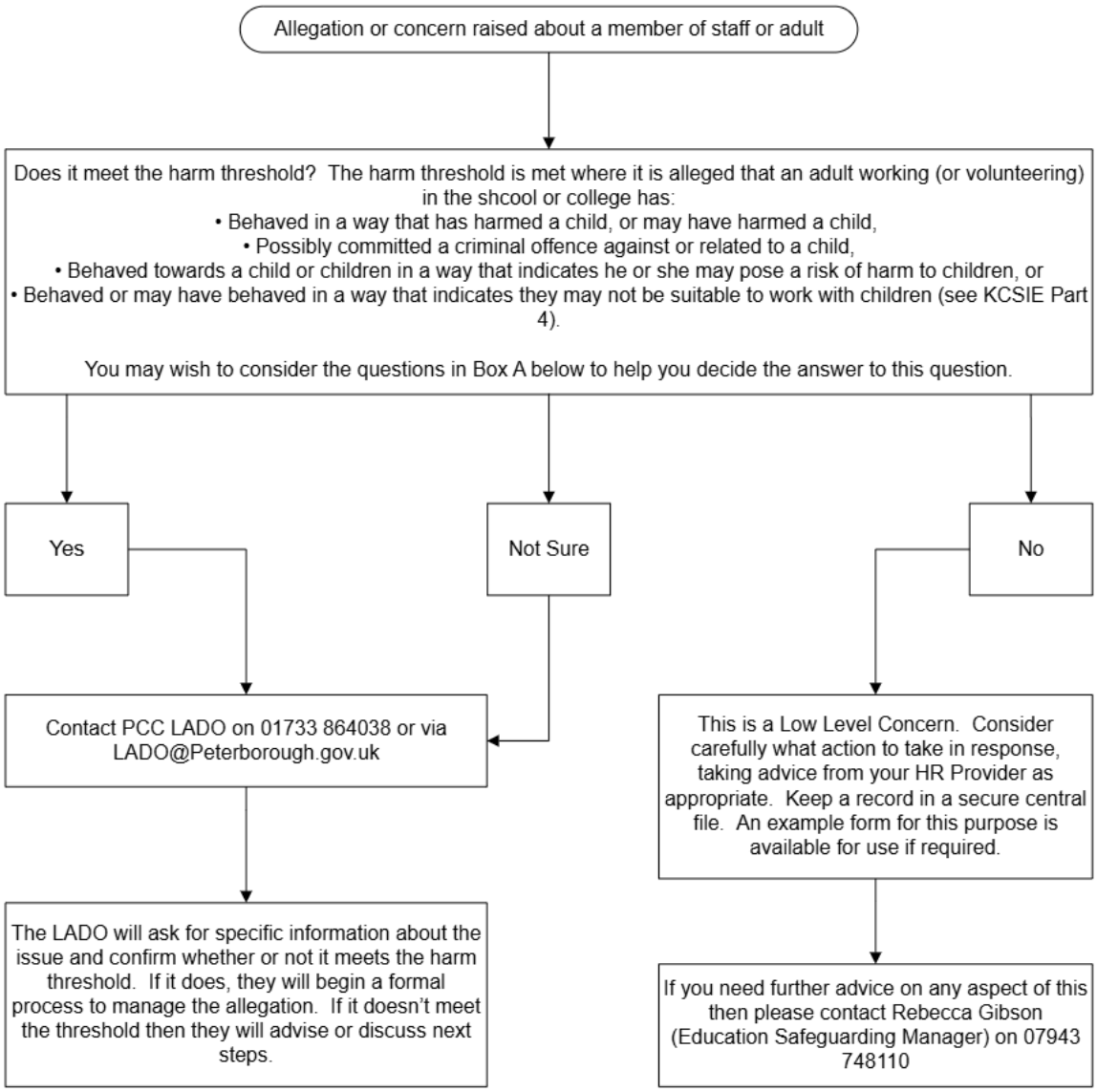
42.2. Where services or activities are provided separately by another organisation or individual, either on or off school site, the academy committee will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

42.3. The academy committee will use the guidance on After-school clubs, community activities, and tuition - safeguarding guidance for providers, which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

43. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy transferred from PCC / CCC to new template		01/09/2023
2.0	Policy updated with reference to new KCSiE changes and reflective of new CCC provided template	Jude MACDONALD	01/09/2024
2.1	Policy update to reflect changes to KCSiE	Jude MACDONALD	01/09/2026
3.0	Policy update to reflect changes to KCSiE, including additions to online safety and AI	Ali ENGLAND	01/09/2026

44. Appendix 1: Dealing With Allegations Or Concerns About An Adult Working With Children



Box A

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in or out of school or college?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

45. Appendix 2: Types of abuse

45.1. **Abuse is** 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 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.

45.2. **Physical abuse** 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.

45.3. **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

a) Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

b) Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

c) 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 participating in normal social interaction

d) Seeing or hearing the ill-treatment of another

e) Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

f) Verbal abuse such as criticism, belittling, or name-calling

45.4. **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:

a) 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

b) 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.

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

Once a child is born, neglect may involve a parent or carer failing to:

a) Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

b) Protect a child from physical and emotional harm or danger

c) Ensure adequate supervision (including the use of inadequate care-givers)

d) Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.