

# CAMBRIAN

Nurturing Growth - Inspiring Minds



## Child Protection and Safeguarding Policy

King Alfred's Academy



Consistent with Keeping Children Safe in Education 2025

Last reviewed – September 2025

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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**This document is based on guidance from the 2025 KCSiE and Working Together documents (published on 7<sup>th</sup> July 2025). If the DfE updates the guidance during the 2025/26 period, we will ensure this policy is compliant with any changes.**

## Contents

1. Introduction .....	5
2. The Legal Framework .....	5
3. Roles and Responsibilities .....	6
4. Supporting Children.....	6
5. Safeguarding pupils with Special Educational Needs and Disabilities (SEND) .....	8
6. Dealing with a Concern and Record Keeping.....	9
7. Concerns and allegations about staff – refer to appendix D for further details .....	10
8. Information Sharing .....	11
9. Multi Agency Working .....	11
10. Safer Recruitment .....	12
11. Training .....	13
12. Whistleblowing in a Safeguarding Context .....	14
13. Site Security .....	14
14. Quality Assurance .....	14
15. Policy Review .....	15
Appendix A: The Role of the Designated Safeguarding Lead .....	15
Appendix B: Safeguarding Definitions .....	18
Appendix C: Other Forms of Abuse .....	22
Appendix D: Concerns and Allegations about Staff including Supply Staff, Volunteers and Contractors .....	33

In this document:

‘The Trust’ refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e lives with and looks after the child/young person)

Key Personnel	Name(s)	Contact details
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Chair of Governors	Katherine Hinks	<a href="mailto:khinks@kas.cambrianlt.org">khinks@kas.cambrianlt.org</a>
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Education Safeguarding Advisory Team (ESAT)	Jo Lloyd Becky Langstone Sophie Kendall	01865 810603 <a href="mailto:ESAT.safeguardingchildren@oxfordshire.gov.uk">ESAT.safeguardingchildren@oxfordshire.gov.uk</a>
Locality Community Support Service (LCSS) worker	Sam Hills	<a href="mailto:sammy-jo.hills@oxfordshire.gov.uk">sammy-jo.hills@oxfordshire.gov.uk</a>
Multi Agency Safeguarding Hub (MASH)		0345 050 7666

Out of hours Emergency Duty Team (EDT)		0800 833408
Police		101 or in emergencies 999

King Alfred's Academy recognises its responsibility for safeguarding and child protection.

## 1. Introduction

- 1.1. It is essential that everybody working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people (our pupils) are safe from abuse, neglect, exploitation and harm. King Alfred's Academy is committed to safeguarding pupils and aims to create a culture of vigilance. All staff should ensure that any decisions made are in the best interests of the pupil.
- 1.2. Our pupils' welfare is our paramount concern. The Local Governing Committee and Headteacher will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those pupils who are suffering or where significant harm is suggested. <https://www.oscp.org.uk/concerned-about-a-child/>
- 1.3. This policy provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Oxfordshire Safeguarding Children's Partnership (OSCP) Safeguarding Policies and Procedures, plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.
- 1.4. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

## 2. The Legal Framework

- 2.1. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children 2023: A guide to multi-agency working to help, protect and promote the welfare of children, December 2023: [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115272/working-together-to-safeguard-children-2023-statutory-guidance.pdf)

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025: [www.gov.uk/government/publications/keeping-children-safe-in-education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2)

### 3. Roles and Responsibilities

King Alfred's Academy is a member of the Cambrian Learning Trust ('the Trust'), and in law it is the Trust that is ultimately accountable for ensuring the safety and wellbeing of all pupils in Trust schools. However, each school in the Trust has delegated responsibility for its own pupils; therefore, it is the school staff, supported by the Local Governing Committee (LGC), who perform the key safeguarding roles.

- 3.1. The school's Designated Safeguarding Lead (DSL) has overall designated responsibility for safeguarding and ensures there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Leads are described in detail in Appendix A.
- 3.2. The Local Governing Committee (LGC) is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 3.3. All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a pupil.
- 3.4. King Alfred's Academy acknowledges the need to treat everyone equally, with fairness, dignity and respect. Discriminatory behaviours are challenged, and pupils are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.
- 3.5. The school and Local Governing Committee take all reasonable action to limit pupils' exposure to the risks from the school's IT system and ensure that the school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

### 4. Supporting Pupils

- 4.1. King Alfred's Academy will support all pupils by:
  - creating a robust culture of safeguarding for all pupils; promoting understanding that any safeguarding issue 'could happen here'

- ensuring the content of the curriculum includes social and emotional aspects of learning through PSHE, RSHE and other curriculum contexts and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- ensuring a comprehensive curriculum response to online safety, enabling pupils and parents to learn about the risks of new technologies (including AI) and social media and to use these responsibly
- encouraging pupils to talk about feelings and ensuring they are listened to by a range of appropriate adults.
- supporting pupils to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness and responding to concerns of aggression or bullying.
- liaising and working together with other support services and those agencies involved in safeguarding children, including Early Help and preventative services as required in Working Together to Safeguarding Children 2023.
- considering intra familial harms and any necessary support for siblings.
- having a relational/behaviour policy that reflects the profile of all pupils and supports pupils who may be vulnerable in the school. Relevant provisions include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment (which could take place on or off-line).
- acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare.
- alerting the local authority if aware of any pupil being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a pupil who is looked after (CWCF), in kinship care or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that all staff have the skills, knowledge and understanding to support these pupils.
- taking positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils with certain protected characteristics in order to meet their specific need. For example, taking positive action to support girls if there was evidence that they were being subjected to sexual violence or sexual harassment. This includes making reasonable adjustments for disabled pupils and young people and those identified as having special educational needs.

- acknowledging that a pupil being lesbian, gay or bisexual can sometimes be targeted by others.
- offering support to pupils that are gender questioning with consideration to their individual needs, in partnership with their parents and any clinical advice
- being aware that where our school places a pupil with an alternative provision (AP) provider, we continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs as per the DfE guidance on Alternative Educational Provision:  
<https://www.gov.uk/government/publications/alternative-provision>
- ensuring all staff recognise and support all vulnerable groups/individuals such as young carers, service pupils, low income families and have robust procedures in place to support the pupil's ongoing needs.

## 5. Safeguarding pupils with Special Educational Needs and Disabilities (SEND)

- 5.1. King Alfred's Academy recognises that pupils with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. As a school, we are committed to ensuring that all pupils, regardless of their needs, feel safe, supported, and protected from harm.

Key Principles:

- **Increased Vulnerability:** We recognise that pupils with SEND may be more vulnerable to abuse and neglect, including peer-on-peer abuse, and may experience barriers to disclosure and communication.
- **Individualised Support:** Safeguarding measures will be tailored to meet the specific needs of each pupil, as outlined in their Education, Health and Care Plan (EHCP) or other supporting paperwork.
- **Communication:** Staff are trained to understand and respond to a range of communication needs. This includes using appropriate strategies, alternative communication methods, and assistive technologies to help pupils express concerns.
- **Trusted Relationships:** Staff will foster strong, trusting relationships with pupils, enabling them to feel secure and confident to raise any concerns.
- **Partnership with Parents/Carers:** We aim to work closely with parents and carers of pupils with SEND to ensure a consistent and holistic approach to safeguarding.
- **Multi-agency Collaboration:** We will engage with relevant external agencies, including educational psychologists, social care, and health professionals, to support the safeguarding and welfare of pupils with SEND.

- **Staff Training:** Staff will receive regular safeguarding training with a specific focus on recognising and responding to the indicators of abuse in pupils with SEND.
- **Monitoring and Review:** The Designated Safeguarding Lead (DSL), in collaboration with the Special Educational Needs & Disabilities Coordinator (SENDCo), will monitor the effectiveness of safeguarding strategies and review them regularly to ensure that the needs of pupils with SEND are met.

By proactively identifying potential risks and addressing the unique challenges faced by pupils with SEND, King Alfred's Academy aims to provide a safe and inclusive environment for all pupils.

## 6. Dealing with a Concern and Record Keeping

- 6.1. If a member of staff has a concern about a pupil or if a pupil tells them they are being, or at risk of being, abused, exploited or neglected, staff will appropriately respond by listening and offering reassurance. Staff should:
1. Make an accurate factual record as soon as possible including details of:
    - Dates and times of their observations
    - Dates and times of any discussions in which they were involved
    - Any injuries
    - Explanations given by the pupil / adult
    - What action was taken
    - Any actual words or phrases used by the pupil
    - Any actual words or phrases used by the school staff including any questions the staff member asked

**The records must be signed and dated by the author (or equivalent on electronic based records).**

**Concern forms for casual staff/visitors are located in the Visitor's Reception and in Staff Rooms on the Safeguarding noticeboard. KA's staff record concerns directly on to CPOMS.**

Listen to the wishes and feelings of the pupil, do not to make any promises but keep the pupil informed (age appropriate) of action that will be taken.

2. Report it to the DSL/DDSL as soon as possible

3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention must not be delayed if the DSL/ DDSL is not immediately available.
4. In the absence of the DSL or DDSL, staff must refer directly to MASH or the pupil's social worker (if applicable) and the police (if appropriate) if there is a significant concern and inform the Headteacher of their action immediately.
- 6.2. The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.
- 6.3. King Alfred's Academy will discuss any concerns we have with the pupils' parents/carers . There may be occasions when this is not appropriate, and school staff would consult with other agencies prior to involving parents/carers . School will record any decision not to discuss with parents/ carers and why.
- 6.4. In all Trust schools, as of September 2025, CPOMs is used to store safeguarding records. These safeguarding records kept for individual pupils are maintained separately from all other records relating to the pupil in the school. Safeguarding records are kept in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance '[For Organisations](#)' which includes information about your obligations and how to comply, including protecting personal information and providing access to official information.
- 6.5. All safeguarding records will be transferred in accordance with GDPR/KCSiE to the pupil's receiving school/setting within 5 school days of the pupil starting at that school / setting.
- 6.6. The Headteacher will be kept informed of any significant concerns by the DSL, if they are not the DSL, and all other staff are informed on a need-to-know basis.

## 7. Concerns and allegations about staff – refer to Appendix D for further details

- 7.1. All staff understand the processes and procedures to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers and contractors).
- 7.2. If staff have a safeguarding concern, or an allegation of harming or posing a risk of harm to pupils is made about another member of staff (including supply staff, volunteers and contractors), then this should be referred to the headteacher. If the concern is regarding the headteacher, the Chair of Governors or CEO should be

informed. As per the Managing Allegations of Abuse against Staff and Volunteers Policy. The Chair of Governors can be contacted via email on [khinks@kas.cambrianlt.org](mailto:khinks@kas.cambrianlt.org)

- 7.3. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the Managing Allegations of Abuse against Staff and Volunteers Policy.

## 8. Information Sharing

- 8.1. King Alfred's Academy recognise that all matters relating to Safeguarding are confidential.
- 8.2. All staff members have a professional responsibility to share information with other agencies to safeguard pupils.
- 8.3. All staff members who come into contact with pupils will be given appropriate training to understand the purpose of information sharing to safeguard and promote pupil welfare.
- 8.4. King Alfred's Academy will ensure that staff members are confident about what they can and should do according to the law, including how to obtain consent to share information and when information can be shared without consent
- 8.5. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping pupils safe.

## 9. Multi Agency Working

- 9.1. King Alfred's Academy will develop and promote effective working relationships with other agencies, including agencies providing Early Help services, the Police and Children's Social Care.
- 9.2. King Alfred's Academy will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual pupils.
- 9.3. King Alfred's Academy will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and complete required actions within agreed timescales.

## 10. Safer Recruitment

- 10.1. King Alfred's Academy is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- 10.2. The Local Governing Committee and Leadership Team are responsible for ensuring that the school follows safer recruitment processes outlined within guidance.
- 10.3. King Alfred's Academy maintains an accurate Single Central Record (SCR) in line with statutory guidance. This will be monitored and reviewed to ensure compliance by the Local Governing Committee and the school's Leadership Team.
- 10.4. The Local Governing Committee/Headteacher will ensure that at least one person on every recruitment panel has completed safer recruitment training.
- 10.5. King Alfred's Academy is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2018 and related obligations under the Childcare Act 2006 in schools. **(Applicable only to nursery, primary and childcare for children up to the age of 8)**
- 10.6. King Alfred's Academy will ensure that contractors and providers are aware of this Child Protection & Safeguarding Policy [www.kaacademy.org](http://www.kaacademy.org) and procedures and that this will be referred to and followed if an allegation is made regarding a member of their agency. Our school requires that employees and volunteers provided by these organisations will use our school's procedures to report concerns, details are provided in the safeguarding information shared with all visitors on entry to school/when they sign in.
- 10.7. We will seek assurance that employees and volunteers provided by these organisations and working with pupils in our school have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025*. If assurance is not obtained, permission to work with our pupils or use our school premises may be refused.
- 10.8. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
- 10.9. Trust schools aim to create a culture which ensures staff can disclose any reason that may affect their suitability to work with children.

## 11. Training

- 11.1. All staff in our school receive appropriate safeguarding training at induction, which is updated annually, and all staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.
- 11.2. Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team refresh their DSL training every 2 years.
- 11.3. Safeguarding training is provided to all new staff on appointment as part of their induction process including training in online safety which, among other things, includes an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring. This information will be regularly updated.
- 11.4. All Trustees and Governors receive appropriate safeguarding and child protection (including online) training. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the child protection & safeguarding policies and procedures in place in Trust schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- 11.5. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.6. The Designated Safeguarding Lead and Trust Safeguarding Lead will update school staff and volunteers on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPRs) in line with Working Together 2023. These updates will occur at least annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, e-bulletins, and staff meetings), to provide them with the skills and knowledge to safeguard children/pupils effectively.
- 11.7. The school will maintain accurate and up to date records of staff induction and training. Training records will be viewed at Trust level during the Trust Annual Safeguarding Audit.

## 12. Whistleblowing in a Safeguarding Context

- 12.1. Whilst there is a separate Whistleblowing Policy [Cambrian Learning Trust - Policies and Procedures](#), this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.
- 12.2. This does not replace the whistleblowing policy and should be read in conjunction with this.
- 12.3. Whistleblowing is a term that is used where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed. All staff and volunteers should feel able to raise concerns and know they will be taken seriously by the Senior Leadership Team.
- 12.4. The Headteacher is responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or is behaving in a way that is placing pupils at risk you should, in the first place, make the Headteacher aware.
- 12.5. If the concern is about the Headteacher, this should be raised with the Chair of Governors or CEO of the Trust, contactable via email: [khinks@kas.cambrianlt.org](mailto:khinks@kas.cambrianlt.org) or [revans@cambrianlt.org](mailto:revans@cambrianlt.org)
- 12.6. If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## 13. Site Security

- 13.1. All staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors into school.
- 13.2. Our school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, pupil or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

## 14. Quality Assurance

- 14.1. King Alfred's Academy will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

- 14.2. The school's Senior Leaders and the Local Governing Committee will ensure that action is taken to remedy any deficiencies and weaknesses identified in Child Protection & Safeguarding arrangements without delay.

## 15. Policy Review

- 15.1. This policy and the procedures will be reviewed at least annually in line with KCSiE Guidance.
- 15.2. The Headteacher and/or Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.
- 15.3. Additional updates to the Child Protection & Safeguarding Policy and appendices will take place as required in line with National and or local Guidance/Trust updates.

## Appendix A: The Role of the Designated Safeguarding Lead

### Managing referrals:

- Refer cases to MASH and the Police, where appropriate, in a timely manner avoiding any delay that could place the pupil at increased risk
- Refer to the Oxfordshire Threshold of needs to assist with decision making - <https://www.oscp.org.uk/wp-content/uploads/2024/04/Threshold-of-needs.pdf>
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding, including contextual safeguarding.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass'. Guiding principles of the scheme are here: [Home: Operation Encompass](#). An annual information letter must be sent to parents.
- To ensure that the Local Authority are notified if children are persistently absent or missing education. [Children missing education - GOV.UK](#)

### Record keeping:

- Keep detailed, accurate, secure records of all safeguarding and welfare concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as children's social care or the Prevent programme etc.
- Maintain a chronology of significant incidents for each pupil with safeguarding concerns, including a record of decisions made and the reasons for those decisions.

- Ensure such records are kept confidentially and securely and separate from the pupil's educational record.
- Schools should have at least two emergency contacts for every child.
- When a pupil leaves our school, we will contact the Designated Safeguarding Lead at the new school or college and will ensure that the safeguarding file is forwarded to the receiving setting within 5 school days and retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving setting and/or evidence of recorded delivery.

### Multi-agency working and information sharing:

- The DSL recognises and is committed to their responsibility to work with other professionals and agencies in line with statutory guidance.
- Our School is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other Early Help multi-agency meetings.

### Raising awareness:

The Designated Safeguarding Lead should:

- Ensure each member of staff has access to, and understands, the school or college's Child Protection policy and procedures, and that training is regularly updated and at least annually.
- Ensure the school's Child Protection & Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Local Governing Committee regarding this.
- Ensure the Child Protection & Safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that pupils who have or have had a social worker are experiencing with teachers and school leadership staff.

- Encourage a culture of listening to pupils and taking account of their wishes and feelings in any action the school takes to protect them.

### Training Knowledge and skills:

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead (and any deputies) should also undertake Prevent awareness training and any other relevant training as required by the Trust/School.

### Quality assurance:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding files (at a minimum once a year).
- Participate in any Trust or External Agency Safeguarding Audits/Reviews.
- Complete the 175/157 annual safeguarding report and submit to the Local Authority.
- Provide regular reports to the Local Governing Committee detailing changes and reviews to policy, training undertaken by staff members and relevant data about vulnerable pupils.

### Support for staff:

- King Alfred's Academy will have a framework for providing an opportunity for staff who are working directly with vulnerable pupils to talk through and reflect on their involvement with the pupil's case.

## Appendix B: Safeguarding Definitions

### Safeguarding Definitions

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSiE applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.
- **Early Help** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children rather than reacting later. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.
- **Safeguarding and promoting the welfare of children** is defined as:
  - Providing help and support to meet the needs of children as soon as problems emerge.
  - Protecting children from maltreatment, whether that is within or outside the home, including online.
  - Preventing impairment of children's mental and physical health or development.
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
  - Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
  - Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the

question of whether harm suffered by a child is significant turns on the child's health or development; his health or development shall be compared with that which could reasonably be expected of a similar child.'

- **Vulnerable children:** Any child may benefit from Early Help, but all school staff should be particularly alert to the potential need for early help for a child who:
  - is disabled or has certain health conditions and has specific additional needs
  - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
  - is frequently absent from education, missing/goes missing from home, or care,
  - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
  - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
  - is at risk of being radicalised or exploited
  - has a parent or carer in custody or is affected by parental offending
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
  - is misusing alcohol and other drugs themselves
  - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
  - is a privately fostered child.

<https://www.oscp.org.uk/practitioners/locality-and-community-support-service-early-help/>

## CATEGORIES OF ABUSE:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include:
  - not giving the child opportunities to express their views

- deliberately silencing them or ‘making fun’ of what they say or how they communicate

It may feature:

- age or developmentally inappropriate expectations being imposed on children
- interactions that are beyond a child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to feel frightened or in danger or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Neglect** is the persistent failure to meet a child’s basic physical 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 misuse. Once a child is born, it may involve a parent failing to:
  - provide adequate food, clothing and shelter, including exclusion from home or abandonment
  - protect a child from physical and emotional harm or danger
  - ensure adequate supervision, including the use of inadequate care givers
  - ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Educational neglect is also considered: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in

the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSiE 2025).

## Appendix C: Other Forms of Abuse

Appendix C contains important additional information about specific forms of abuse and safeguarding issues for our staff awareness and is in line with Keeping children Safe in Education.

### Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

### Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse 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. Victims can be exploited even when activity appears consensual, and it should be treated as exploitation. As well as being physical, it can be facilitated and/or take place online.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can children who have older boyfriends or girlfriends and children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

A full list of indicators can be found here: [Child Sexual Exploitation - Oxfordshire Safeguarding Children Partnership](#)

## County Lines

Is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines.' They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

## Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 - year olds](#).

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [Child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## Children Who Are Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent for prolonged periods or missing from education in their area.

Children who have unexplainable and/or persistent absences from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. School staff should follow the school's procedures for dealing with children who are persistently absent and children missing education to identify such abuse

as early as possible and, in the case of absent pupils, this helps prevent the risk of them becoming a child absent from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and have a social worker (such as a child who is a child in need, who has a child protection plan or is a child we care for), where being absent from education may increase known safeguarding risks within the family or in the community. See 'working together to improve school attendance' for further statutory guidance: [Working together to improve school attendance - GOV.UK](#)

## Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Online Safety, Remote Learning, Cybercrime and Filtering & Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If you feel pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Cambrian Learning Trust has a Use of Personal Devices and Mobile Phone Policy, which covers the use of personal mobile phones, cameras and other digital recording devices e.g. I-Pads. For online safety, within the policy there is support about pupils accessing the internet whilst they're at school using data on their phones. This considers that many pupils have unlimited and unrestricted access to the internet via 3G, 4G and 5G networks. This access means some children, whilst at school, sexually harass, bully and control others via their mobile and smart technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content. This has been carefully considered by the Trust, including the management of devices, filtering and monitoring and access to smart technology. Schools regularly reinforce the importance of online safety, including making parents aware of what the school asks pupils to do online (e.g. sites they need to visit or who they'll be interacting with online).

In addition to the above, Cambrian Learning Trust has an Acceptable use of IT Policy which references an overview of AI guidance. As we are aware, generative AI is a rapidly changing area of technology which can be beneficial but also pose significant safeguarding concerns. Cambrian Learning Trust are currently working on a set of best practice principles to support all members of school communities with their understanding of AI. Should you require further support please contact IT Director, Austen Puleston [apuleston@cambrianlt.org](mailto:apuleston@cambrianlt.org) and/or Head of Inclusion Leah Spiers [lspiers@cambrianlt.org](mailto:lspiers@cambrianlt.org)

Guidance to support schools and colleges understand how to help keep pupils, students and staff safe whilst learning remotely can be found at <https://www.gov.uk/guidance/safeguarding-and-remote-education> and <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

## Cybercrime

The school are aware that children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

Additional advice can be found at: [Cyber Choices](#), [When to call the Police](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

## Filtering and monitoring

Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, governing bodies and proprietors ensure their school has appropriate filters and monitoring systems in place and that there is regular review of their effectiveness.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors also consider the age range of their pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education's [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK](#) set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs
- schools can use the department's [Plan technology for your school - GOV.UK](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Governing Committees should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard. Additional guidance on “appropriate” filtering and monitoring can be found at:

- UK Safer Internet Centre: <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring>. The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at <https://saferinternet.org.uk/blog/filtering-and-monitoring-webinars-available>.
- Southwest Grid for Learning ( <https://swgfl.org.uk/> ) has created a [tool](#) to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).
- Support for schools when considering what to buy and how to buy it is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).
- The Department has published [Generative AI: product safety expectations](#) to

support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

## Domestic abuse

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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 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.

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). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

## Operation Encompass

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

## Mental Health:

- All staff should also be aware 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.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, it can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

The department has published advice and guidance [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/preventing-bullying) and [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience amongst young people including its guidance [Promoting children and young people's emotional health and wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing). Its resources include social media, forming positive relationships, smoking and alcohol. See [Every Mind Matters](https://www.gov.uk/government/publications/every-mind-matters) for links to all materials and lesson plans.

## Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

## Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.

**Terrorism** is an action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing

bodies and proprietors of all schools should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs). Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#).

The **Prevent** guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance are available on the OSCP website: [Radicalisation - Oxfordshire Safeguarding Children Partnership](#)

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

## Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages and an individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#)

## Sexual Harassment, Violence, Harmful Sexual Behaviours

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 online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence is rape, assault by penetration, sexual assault, causing someone to engage in sexual activity without consent (when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003).

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful Sexual Behaviours exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

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. Schools and colleges should be aware of the importance of

- making 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. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Our school will follow Part 5 of Keeping Children Safe in Education 2025 when responding to all signs, reports and concerns of child-on-child sexual violence and sexual harassment.

## So-called ‘honour’– based abuse (including female genital mutilation and forced marriage)

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the 162 motivation) and should be handled and escalated as such. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. [Female genital mutilation: resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/resources/resource-packs/female-genital-mutilation-resource-pack)

**Mandatory Reporting Duty for teachers** - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve the Integrated Front Door as appropriate.

### Forced Marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

## Appendix D: Concerns and Allegations about Staff including Supply Staff, Volunteers and Contractors

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within one working day. This includes allegations relating to individuals or organisations using the school premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

This includes all cases that meet the harm threshold where a person is alleged to have:

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

This includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children and is known as transferable risk.

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harm threshold – referred to as ‘low level concerns’

Policies and processes to deal with concerns (including allegations) which do not meet the harm threshold should be in place. Concerns may arise in several ways and from a number of sources. For example: suspicion, complaint or disclosure made by a pupil, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard pupils.

**Low Level Concerns** - Creating a culture in which all concerns about adults, including allegations that do not meet the harm threshold, are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with pupils
- having favourites
- taking photographs of pupils on their mobile phone
- engaging with a pupil on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

Such concerns should always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified

## Pre-Appointment Checks and Safer Recruitment

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the [GOV.UK](https://www.gov.uk) website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the [GOV.UK](https://www.gov.uk) website
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and verify professional qualifications, as appropriate

- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. Shortlisted candidates will be informed before online searches are carried out. Ensure that evidence of these checks has been retained

In addition:

- independent schools, including academies and free schools, must check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State
- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012
- all schools and colleges providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

### Single Central Record

Schools and colleges must keep a single central record. The single central record must cover the following people:

- for schools, all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day
- for colleges, details of staff, including agency and supply staff providing education to children under the age of 18, and
- for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

The minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is set out below. For agency and third-party supply staff, schools must include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- an identity check, (identification checking guidelines can be found on the GOV.UK website)
- a standalone children's barred list check 90
- an enhanced DBS check (with children's barred list check) requested/certificate provided
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required
- a check to establish the person's right to work in the United Kingdom.

In addition:

- Academies must record details of the section 128 checks undertaken for those in management positions.
- The details of an individual should be removed from the single central record once they no longer work at the school or college.
- Our school follows Part 3 of Keeping Children Safe in Education 2025 and this should be read in conjunction with the Safer Recruitment policy.