Bedford Inclusive Learning and Training Trust

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Grange Academy

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Child Protection & Safeguarding Policy

Policy Status: Statutory

Review Cycle: Annually

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1. Named Staff with Designated Responsibilities for Safeguarding

Academic Year	Designated Safeguarding lead (DSL) in Academies	Nominated Governor/ Trustee	Local Authority Designated Officer (LADO)
2026-2027	St John's School Shannon Poulter Shannon.pouter@biltt.org Greys Primary Site Jo Tift jo.tift@biltt.org Greys Secondary Site Chantelle Iorio chantelle.iorio@biltt.org Grange Academy Angela Morris angela.morris@biltt.org Rivertree School Katie Davis Katie.davis@biltt.org	**Trust Board** James Hughes **St John's School** Andrea Maffei **Greys School** TBC **Grange Academy** Sarah Nichols-Weaver **Rivertree Free School** Matt Gibbs	Sandeep Mohan LADO@bedford.gov.uk 01234 276693

2. BILTT's commitment to Safeguarding

This policy sets out BILTT's commitment to safeguard and promote the welfare of all children in our academies. We recognise that abuse, neglect and exploitation can happen anywhere, at any time, and we are often the first to see the signs. We acknowledge and accept that, to protect the pupils in our care, we are individually and collectively responsible for acting promptly in response to these signs. We ensure that everyone is aware that abuse can occur both inside and outside the home and includes situations where pupils see, hear or experience the effects of domestic abuse or are affected by unexplained and/or persistent absence from education.

BILTT recognises the need to secure robust safeguarding and child protection procedures that ensure that all staff, governors, parents/ carers, visitors and volunteers have clear direction regarding expected behaviour and understand their legal responsibilities to safeguard and promote the welfare of children across our schools.

To ensure this we:

- Create a culture where children can speak out and feel safe to share any concerns with staff.
- Ensure that all staff are trained to recognise their legal and ethical responsibility to safeguard pupils, identifying and reporting possible abuse.
- Develop and train staff to use a robust procedure that will be strictly followed.
- Implement systematic monitoring of pupils known or thought to be at risk of harm, and ensure the school effectively contributes to assessment and support for those pupils.
- Develop and promote effective working relationships and appropriate information sharing with other agencies, especially the police and relevant children's social care teams.
- Reinforce this core policy with related and supporting policies.

- Keep the outcomes of our work under continuous review to ensure the best outcomes for pupils.
- Professionally challenge ourselves and other agencies to achieve the best outcomes.
- Ensure that all staff, trustees, LGB members and volunteers who have access to pupils, have current DBS checks, their identity has been verified by original documentation and that those references are checked in line with BILTT recruitment policies/guidance.
- Provide a Designated Safeguarding Lead (DSL) who is a member of the leadership team and Deputy DSLs, all of whom undergo at least bi-annual training to provide them with the knowledge and skills required to carry out the role. In addition to their formal training, their knowledge and skills are updated at regular intervals throughout the year.
- Train all staff, volunteers and governors to at least Level 1 Safeguarding Awareness and Prevent; this will also form part of all new staff induction training.
- Provide a designated lead for mental health to oversee the provision and support of mental health and wellbeing in school and to ensure effective links exist with local mental health support agencies (see individual school websites for these details).
- Name a designated governor and trustee for safeguarding to support and challenge the school.
- Ensure that all children and their families are made aware of the Child Protection and Safeguarding Policy via email and the school website.
- Ensure that staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is robustly addressed.
- Link with Bedford Borough Safeguarding Children Partnership arrangements to make sure staff are aware of training opportunities, local procedures, escalation routes and the latest local multi-agency safeguarding arrangements.

The purpose of this policy is:

- To provide trustees, LGB members, staff and volunteers with the overarching legal framework and principles that guide our approach to child protection and safeguarding.
- To outline the statutory responsibilities and the mechanisms for monitoring compliance in our schools.
- This policy applies to all staff, trustees, LGB members, parents, carers, visitors and volunteers working in or on behalf of a BILTT Academies Trust School within BILTT, including those in the Central Team. For the rest of this policy the group will be referred to as 'staff'.

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping children safe in education 2026, which came into force on 1 September 2026 and sets out the legal duties schools and colleges must comply with to safeguard and promote the welfare of children and young people under the age of 18.

Keeping children safe in education 2026

Working Together to Safeguard Children 2026

Governance Handbook

4. Key Definitions

Safeguarding 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 are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Child Protection is defined as:

- the activity that is 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, and reflects the expectations in Working Together to Safeguard Children 2026 for robust multi-agency assessment, direct work with the child, and timely strategy discussions where child protection concerns arise.

Family or Targeted Early help indicators

The Academy will be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Has a parent or carer in custody, or is affected by parental offending.
- Is frequently missing/goes missing from education, home or care.

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

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 C defines neglect in more detail.

Making or sharing nudes and semi-nudes is the creation, sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18, **This term is used because it is most widely understood by pupils and best captures the full range of image-sharing behaviours,** although staff should be aware that pupils may still use different words to describe this behaviour.

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

Children refers to everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Child criminal exploitation and child sexual exploitation are forms of abuse. Child sexual exploitation is a form of child sexual abuse. Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. The child may be exploited even if the activity appears consensual, and exploitation can also occur through technology. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

Safeguarding partners for Bedford Borough work together through the Bedford Borough Safeguarding Children Partnership and its Multi-Agency Safeguarding Arrangements.

- Bedford Borough Council
- Bedfordshire Police
- Central East Integrated Care Board

Bedford Borough Safeguarding Children Partnership's Multi-Agency Safeguarding Arrangements set out how Bedford Borough Council, Bedfordshire Police and the Central East Integrated Care Board work together with relevant agencies to safeguard and promote the welfare of children, young people and families in Bedford Borough. These arrangements include strategic leadership, equal and joint responsibility, information sharing, scrutiny, challenge, engagement with education and childcare settings, and annual reporting on impact.

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.

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.

5. Equality statement

Some pupils may have an increased risk of abuse both online and offline. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all our pupils receive equal protection, we ensure that no child is discriminated against due to a protected characteristic (Equality Act 2010), training staff to be aware of unconscious bias. This means supporting via diverse methods such as interpreters, multilingual information, signing and visuals to ensure that they are heard and understood.

Prejudiced based harm including, racism, faith-targeted abuse and other forms of discrimination can significantly affect a child's welfare, wellbeing and sense of safety. Staff will treat such concerns as safeguarding matters, record them on My Concern and ensure the child is supported, heard and protected from further harm.

We give special consideration to pupils who are more vulnerable because they are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- gender questioning
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of a protected characteristic
- at risk of sexual exploitation
- not first language speakers of English

- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- susceptible to radicalisation into terrorism
- looked after or previously looked after
- missing from education
- privately fostered
- living in kinship care arrangements, including children living with relatives or family friends under formal or informal arrangements, special guardianship orders, child arrangements orders or kinship foster care.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

We are particularly aware of the fact that children who are (or who are perceived to be) lesbian, gay, bi, trans or gender questioning (LGBT+) can be targeted by other children and are proactive in preventing this through our Equaliteach work.

Children who are young carers may need additional support where caring responsibilities affect their attendance, punctuality, wellbeing, learning, relationships or ability to take part fully in school life. Staff will be alert to signs that a pupil may be undertaking inappropriate or excessive caring responsibilities, should record concerns on My Concern, and should discuss support with the DSL where appropriate.

6. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility.
Staff 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, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment reinforced through our RSHE curriculum. This includes teaching around:

As part of our whole-school culture, we promote an inclusive, anti-discriminatory ethos where racism, faith-based prejudice, discriminatory language, harassment and abuse are actively challenged, recorded and responded to as safeguarding issues where they cause, or may cause, harm.

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Personal hygiene, body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour).
- 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 female genital mutilation (FGM) and how to access support. Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.
- What constitutes sexual harassment and sexual violence and why they are always unacceptable.

All Staff, Governors, Trustees Volunteers

Everyone has a responsibility to:

- Be aware of the signs of abuse, neglect and exploitation including specific safeguarding issues, such as child-on-child abuse, 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) and **always** act in the best interests of the child and young person.
- Know 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.
- Reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Ensure that all safeguarding concerns are reported to the DSL as soon as reasonably possible (which must be on the same day they become aware).
- Recognise that their observation/concern may contribute to establishing a picture of risk and that all safeguarding concerns are relevant. The DSL may have other information regarding a child, young person or their family of which other staff may not be aware.
- Read and sign (on My Concern) to confirm that they have read and understood Part one of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2026, in full at least annually. All staff, including those who do not work directly with children, must follow the same safeguarding expectations and the school's safeguarding policies and procedures.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- Engage with training to equip them with a broad understanding of mental health needs appropriate to the age of the pupils in our school.
- Understand their expectations, roles and responsibilities around filtering and monitoring systems as explained to them in their annual Safeguarding training.
- Escalate concerns to the Headteacher or Chair of the LGB, where the individual who reported the concern does not believe all appropriate action has been taken

All staff will be trained to understand:

- How to use our systems and policies which support safeguarding, know the role and identity of the designated safeguarding leads (DSL/DDSLs) and how to use My Concern.
- Family help and early help, including their role in identifying emerging needs, liaising with the DSL, contributing to assessment and support, sharing information with other professionals and helping families access the right support before concerns escalate.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow, including section 17 support, section 47 enquiries, strategy discussions and the role staff may be expected to play in multi-agency planning.

The Headteacher

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

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate .
- Making decisions regarding all staff low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensuring that the site is safe and compliant with law.
- Ensuring that Safer recruitment is adhered to.
- Ensuring that the CEO is updated on any significant safeguarding issues.
- Ensuring that all DSLs/ DDSLs have supervision which provides them with support, coaching and training, promotes the interests of children and allows for confidential discussions of sensitive issues.

Designated Safeguarding lead (DSL)

The DSL is a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Take the lead responsibility for child protection and safeguarding.
- Work with the safeguarding team to support other colleagues.
- Lead information sharing with other agencies.
- Develop policies.
- Ensure that all staff, volunteers and governors receive appropriate training.
- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings or support other staff to do so.
- Refer suspected cases, as appropriate, to the relevant body.
- Contribute to the assessment of children.
- Keep written records of all concerns, discussions and decisions, including the rationale for those decisions.
- Track trends and ensure timely support is put in place (both preventative and responsive).
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Be confident that they know what local specialist support is available (for both victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- Take responsibility with the ICT Team for understanding the filtering and monitoring systems and processes in place, and ensures that all staff understand expectations, roles and responsibilities.
- Ensure that a child/young person's child protection file is copied for the new educational establishment within 5 days when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Keep the Headteacher informed of any issues.
- Fulfil the full responsibilities of the DSL set out in their job description.

Local Governing Body

All Governing Body members must recognise their safeguarding duties towards children and young people in the school. LGB Members are required to sign a code of conduct confirming this upon joining the LGB and this is renewed annually.

The Headteacher will present a termly safeguarding report to show evidence that the school is compliant with KCSIE 2026 and the policy is upheld.

The LGB must:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.

- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- 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.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
- 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.
- Reviewing, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

Ensure that:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- 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, volunteers and contractors).
- 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
- 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):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- 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.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

Safeguarding Trustee

The Safeguarding Trustee (ST) has responsibility for ensuring that the Trustees are kept informed of safeguarding matters across the Trust. A report will be provided to the LGB by each DSL on a termly basis and the Trust Board will consider the BILTT's Trust report and the Trust's summary report in the school's annual Deep Dive.

7. Confidentiality

- Timely information sharing is essential to effective safeguarding.
- Confidentiality is respected as far as possible but the child/young person's welfare is paramount. This means some information must be shared. Staff should never promise a child that they will keep a secret, as this may not be in the child's best interests. They should make clear that they will only share with those who can help and need to know.

- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment: the DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- All staff are clear as to whether and what information they can share with colleagues and/or partners including information about parents.
- Access to information should be on a need-to-know basis and decided case by case by the DSL/ DDSLs.
- Disciplinary action will be considered for any breach of confidentiality.

When sharing information, the DSL should consider that:

- The child's welfare is always paramount.
- Parents or carers should normally be informed (unless this would put the victim at greater risk).
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care and if appropriate 999.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or DDSL).

8. Recognising Abuse and Taking Action

Abuse, neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young people 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. They may be abused by an adult or adults, or another child. The risk may be within their environment and may relate to extra familial risks.

Reporting Systems for pupils:

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- Put systems in place for pupils to confidently report abuse which reflect their diverse needs and communication methods.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- Ensure that pupils choose a 'named person' who they can approach if they need to.

If staff have a concern about a child / young person's wellbeing, based on:

- Something the child / young person / parent or carer says
- Something you have noticed about the child/young person's behaviour, health, or appearance
- Something another professional said or did

You must report it using My Concern. It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small. If it is an emergency or the child is in immediate danger, you should tell the DSL/ DDSL and Headteacher. If you cannot do so, call 999.

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Use the child's chosen communication system which is meaningful to them e.g. signs, symbols, verbal language.
- Use the TED model by asking them clarify using the words, 'Tell, Explain, Describe', being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?
- Stay calm and do not show that you are shocked or upset, this may make them feel at fault.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner, reassure the child.
- Explain what will happen next and that you will have to pass this information on to help keep them safe. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Log on My Concern.
- If it is urgent, also speak to the DSL or DDSL. In an emergency if you feel a child is at immediate risk and cannot contact a DSL, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

How to make a record on My Concern

All staff are trained to use the system as part of their induction. If you need a refresher, please speak to the DSL/ DDSLs.
Logging must happen as soon as possible after the event but at least on the same day, noting:

- Name of child/young person
- Date, time and place
- Who else was present
- What was said / What happened / What did you notice speech, behaviour, mood, drawings, games or appearance
- Be factual, do not offer your opinion
- Complete a body map if appropriate
- Record the words of the pupil or parent verbatim, rather than your interpretation
- Analysis of what you observed and why it is a cause for concern.
- Do not take photos of any injuries unless requested to do so by a DSL, police or medical professional.
- Do not record on another person's behalf unless it is an emergency, in which case this must be clear in the log.
- Temporary supply staff have a paper form given on day 1 to give to the office or Headteacher. This will be scanned onto My Concern by the DSL/DDSL.

When the school has concerns about a child/young person, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with Threshold of Need: Guidance for Effective Support for Children& Families in Bedford. The Head Teacher will be kept appraised of cases as appropriate.

Where there is a safeguarding concern, we ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Members of the safeguarding team will seek the child's views in a way that is accessible and appropriate to their SEND and communication needs, record this on My Concern, and remember that the child's best interests are paramount.

Referrals

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise, record and refer if appropriate.

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL/DDSL will make the referral using the Bedford Borough Portal to the Integrated Front Door (IFD) https://llchildandfamilies.bedford.gov.uk/ or by calling 01234 718700.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- The DSL/DDSL will inform parents/ carers that they are making a referral. IFD may suggest delaying informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child or young person at further risk, to prevent them being harmed or intimidated (and retracting their disclosure). In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in assessment, family help, child in need support, child protection enquiries and planning, to keep the child or young person safe.
- Attend and contribute to strategy discussions, multi-agency meetings and assessments, sharing relevant information promptly and proportionately.
- Attend a child protection conference when invited and provide updated, evidence-based information about the child or young person, including their lived experience, voice, presentation, attendance, learning, relationships and any emerging risks.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

If the child's situation does not appear to be improving after family help, targeted early help, referral or statutory involvement, the DSL or person who made the referral will follow local escalation procedures and use professional challenge to ensure concerns are addressed and that the child's situation improves.

The escalation forms and procedures can be located at Escalation Procedures the completed form should be sent to Bedford Borough Safeguarding Children Partnership.

Family and Targeted Early help assessment

Family help and targeted early help are support for children and families provided as soon as problems emerge. Working Together to Safeguard Children 2026 describes family help as a more seamless offer that brings together targeted early help and section 17 child in need support, with consistent practitioner relationships, a multi-disciplinary approach and a family help plan where appropriate.

- If family help or an early help assessment is appropriate, the DSL/DDSL will work with the family and relevant partners to identify needs, agree support and, where appropriate, act as or contribute to the lead practitioner role.
- The DSL will keep the case under regular review and the school will consider a referral to local authority children's social care if the situation does not improve or if risk increases. Timelines, outcomes, family views and the child's wishes and feelings will be monitored and recorded.

How to manage specific concerns:

Please see Appendix D for indicators of specific concerns

8.1 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises, "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

- Suspect that an act of FGM is likely to be carried out must immediately report this to the police, **personally**. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

8.2 If you have concerns that a child is susceptible to radicalization into terrorism.

Please also refer to the PREVENT policy

- Speak to the DSL and report your concern on My Concern. If in exceptional circumstances and the child is in immediate danger the DSL is not available, you should refer yourself or call 999.
- Where there is a concern, the DSL will consider the level of risk and if necessary make a referral to preventreferrals@beds.police.uk using the National Prevent Referral Form which can be found in the Prevent policy. More information can be found here: Making a referral to Prevent - GOV.UK (www.gov.uk)
- The Department for Education also has a dedicated reporting website, which school staff and governors can use to raise concerns about extremism with respect to a pupil. Report Extremism in Education - Start
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
    - Think someone is in immediate danger
    - Think someone may be planning to travel to join an extremist group
    - See or hear something that may be terrorist-related

8.3 If you have a concern around a child's mental health

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 must be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern please report using My Concern in the usual way.
Please refer to the Department for Education guidance on mental health and behaviour in schools for more information.

8.4. Pupils with special educational needs, disabilities and health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges and are three times more likely to be abused than their peers.

We will be aware of, and have strategies to overcome, additional barriers that can exist when recognising abuse, neglect and exploitation in this group, including:

- Avoiding assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEND need without further exploration.
- Recognising that pupils with SEN, disabilities or certain health conditions may be more prone to peer group isolation or bullying, including prejudice-based bullying, and that staff must not assume this is an inevitable part of their needs or presentation.

- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Children with medical conditions may face additional safeguarding barriers, including dependence on adults for intimate or personal care, difficulties communicating pain or distress, increased absence related to health needs, medication errors, unmet care plans, or assumptions that indicators of abuse or neglect are explained by their condition. Staff must remain professionally curious, follow individual healthcare plans and intimate care procedures, and record and report any concern to the DSL/DDSL without delay.

8.5. Children looked-after, previously looked-after and children in kinship care

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children, previously looked-after children and children in kinship care safe. Children in kinship care may include children living with relatives, family friends or connected persons under formal or informal arrangements, special guardianship orders, child arrangements orders or kinship foster care. We recognise that children in kinship care may have experienced loss, separation, adversity, trauma, disrupted education, SEND needs or changes in family circumstances that can affect attendance, learning, behaviour, wellbeing and safeguarding.

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL/ DDSL has details of children's social workers, relevant virtual school heads and, where appropriate, key kinship care contacts or carers with parental responsibility.
- Staff have a sound knowledge of ACES (adverse childhood experiences) and their impact.

We have appointed a designated teacher in each Academy who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work with virtual school team to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans. The school will also seek advice from the Virtual School Head where appropriate for children in kinship care, including where attendance, engagement, behaviour, exclusions, SEND, transition, emotional wellbeing or placement stability concerns may affect the child's educational progress or safeguarding.

The school will not assume that kinship care automatically indicates safeguarding risk; however, staff will remain professionally curious and will consider whether additional support, information sharing, early help/family help, attendance support, SEND review or advice from the Virtual School Head may be appropriate. Any advice sought will be proportionate, recorded and focused on promoting the child's safety, stability, attendance, engagement and educational outcomes.

8.6. Children who have a social worker (Child in Need and Child Protection Plans)

- Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect vulnerable children, ensuring that they are kept updated and included in any decision making.

9. School Attendance and Children Absent from Education

Our school and the Local Governing Board will routinely monitor attendance and patterns of attendance in line with the Attendance Policy and the statutory guidance Working together to improve school attendance. Attendance is monitored daily, with first-day response procedures followed for unexplained absence and positive, timely action taken to identify barriers, offer support, resolve concerns and escalate where required.

All staff are aware that low attendance, repeated absence, patterns of absence, absence within the school day, unexplained absence and children who are absent from education can be vital warning signs of a range of safeguarding concerns. This may include abuse, neglect, sexual abuse, child sexual exploitation, child criminal exploitation, mental health difficulties, substance misuse, radicalisation, risk of female genital mutilation, risk of forced marriage, family stress, unmet SEND or medical needs, or wider contextual risks.

Staff must be aware of, and follow, the school's Attendance Policy and children absent from education procedures. The safeguarding team will work with attendance staff to review daily attendance information, follow up unexplained absence, identify repeated or concerning patterns, consider whether absence may indicate safeguarding risk, and record relevant actions on the appropriate school systems. Supporting children who are absent from education helps prevent the risk of them becoming children missing education. Where required, the DSL/DDSL will report a child missing or possible missing child to Bedford Borough Council using the relevant local authority process.

Our school ensures that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually. Any pupils who are absent without a reason given will be contacted by office staff as per our attendance policy.
The school will maintain accurate admission and attendance registers in accordance with The School Attendance (Pupil Registration) (England) Regulations 2024. The school will make required returns to the local authority when a pupil is added to, or deleted from, the admission register, and will not remove a pupil from roll except in accordance with statutory requirements, local authority procedures and children missing education guidance.

Where attendance concerns involve pupils with a social worker, youth offending team worker, SEND, medical needs, caring responsibilities, mental health needs or other known vulnerabilities, the school will work with parents/carers, the pupil, the DSL, attendance lead, SENDCo, Virtual School Head where relevant, social workers and local authority attendance services to identify barriers, agree support and escalate concerns where attendance risk may indicate safeguarding risk.

If parents or carers express an intention to educate their child at home, known as elective home education, the school will follow the Attendance Policy, notify and work with the local authority as required, and consider whether there are any safeguarding, SEND, attendance or

welfare concerns that require further support, advice or referral before the pupil is removed from the admission register.

10. Contextual Safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) must consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
The Headteacher and DSL/ DDSL liaise closely with the local authority and police to be aware of community contextual safeguarding issues and take proactive action to address them.

11. Record Keeping and Reporting

- Anyone who has concerns about the welfare of a child or young person must share this information on the same day that they become aware with the DSL or Deputy DSL via My Concern.
- Logs of all conversations, actions and information shared will be logged on My Concern.
- Any historic records which are shared with the school are stored securely in the DSL's office and scanned electronically onto My Concern.
- The DSL or Deputy DSL will be notified of any child or young person where a fixed term or permanent exclusion is being considered as appropriate. This will also be logged on My Concern.

12. Allegations of child-on-child abuse

Please see the Child-on-Child Abuse Policy.

- We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
- Whilst we recognise the gendered nature of child-on-child abuse, we believe that all child-on-child abuse is unacceptable and will be taken seriously.
- Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
    - Is serious, and potentially a criminal offence
    - Could put pupils in the school at risk
    - Is violent
    - Involves pupils being forced to use drugs or alcohol
    - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse (please see child-on-child abuse policy)

It is essential that all staff understand the importance of challenging inappropriate behaviours. If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will create a risk assessment and support plan in place for all children involved, including the victim(s), the child or children against whom the allegation has been made

and any others affected. This will include identifying a named person each child can talk to if needed and considering any vulnerable spaces, including toilets or changing areas, as part of the risk assessment.

- We will ensure that the victim, perpetrator and any other pupils impacted all have appropriate support from the school well-being team.
- If harmful sexual behaviour is involved, support may utilise resources such as the Brook traffic light tool and the Lucy Faithfull Foundation's toolkit.
- The DSL/DDSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- If the incident is a criminal offence and there are delays in the criminal process, the DSL/DDSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary and support measures against the alleged perpetrator. We will consider these matters on a case-by-case basis, taking into account whether an action would prejudice an investigation and/or subsequent prosecution: we will liaise with the police and/or LA children's social care to determine this.
- If a situation is severe enough it may warrant a permanent exclusion under our behaviour policy.

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders, (whilst recognising that all pupils may be at risk)– for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils can easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
    - Their important role in preventing child-on-child abuse and responding where they believe a child may be at risk
    - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to
        - A friend may make a report
        - A member of staff may overhear a conversation
        - A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

13. Sharing nudes and semi-nudes

If you are made aware of an incident involving the consensual or non-consensual sharing of nudes or semi-nudes, including images, videos or live streams, you must report it to the DSL/DDSL immediately via My Concern. Staff must also be aware of online blackmail, financially motivated sexual extortion, AI-generated or AI-modified imagery, deepfakes and nudified images, and must report any concerns. The school will follow UKCIS guidance, Sharing nudes and semi-nudes: advice for education settings working with children and young people, updated March 2024.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help. The DSL/ DDSL will take the following actions:

a) Initial review meeting

Following a report of an incident, the DSL/DDSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed.)
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown.
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

b) Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will speak with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL/DDSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Recording incidents

All incidents involving the sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded in line with this policy.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality.
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

14. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful, inappropriate or illegal online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. All our academies work towards the Department for Education's digital and technology standards for schools and colleges, including the filtering and monitoring core standard and cyber security core standard, updated June 2026.

We are proactive in addressing the key threats of:

- Cyberflashing
- Epilepsy trolling
- Threatening communication
- Encouraging self-harm and suicide
- Sharing intimate images

To address this, our school will:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- 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').
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- The Trust 'Firewall and Monitoring Solutions' is Smoothwall. The Firewall provides structured website access and blocking policies based on URL lists. Notifications are automatically sent to the applicable Safeguarding Team when website access is blocked during pupil use. The Monitoring solution provides both offline and online protection. Pupil device use is monitored by what is typed and/or accessed on the internet. A dedicated monitoring team at Smoothwall notify the Safeguarding Team by email and/or phone if there are any concerns. Both solutions work in tandem to provide digital safeguarding for pupils across the Trust.

The 4 key categories of risk

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

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate human interaction; for example, peer-to-peer pressure, commercial advertising, adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes, or AI-enabled interactions that encourage unsafe, harmful, misleading or exploitative behaviour.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated or altered using AI, online bullying, sharing nudes or semi-nudes, accessing or sharing pornography, spreading misinformation or disinformation, and using technology to harass, coerce, threaten or exploit others.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

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

Educate pupils about online safety as part of our curriculum, including:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online

- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

- Train staff, as part of their induction, on safe internet use, filtering and monitoring and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- 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.
- Ensure all pupils hand in their phones at the start of the day and sign the AUP.
- 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:
  - 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
- Staff will not take pictures or recordings of pupils on their personal phones or cameras. We do not permit meta glasses which allow filming or photography. Visitors are made aware at the point of signing in.
- 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 school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil or staff member is in breach of our policies on the acceptable use of the internet and mobile phones.
- 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.
- Put in place robust filtering and monitoring systems, with clear roles, review arrangements and reporting processes, that meet the Department for Education's filtering and monitoring core standard for schools and colleges, updated June 2026. These systems will help limit children's exposure to illegal, inappropriate and harmful content, including content within text, images, audio, video and AI-generated content, without unreasonably restricting teaching and learning.
  - Physical monitoring whilst pupils are using technology
  - Reporting and documenting processes in place for all staff to utilise concerning the use of technology and devices
  - 'Filtering and Monitoring Solutions' which will enable the academies to identify and intervene with safeguarding issues associated with ICT device use. This includes Internet use/access and the use of applications both through keyed words and displayed data. We acknowledge that some children are at greater risk of harm than others, both **online and offline.**
- Carry out an annual review of online safety, filtering and monitoring provision, supported by risk assessment and evidence from safeguarding, attendance, behaviour, IT, pupil voice and local contextual information. The review will consider the risks faced by our school community, including misinformation, disinformation, conspiracy theories, harmful online content, online exploitation, AI-generated content and emerging technology risks.

15. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. At BILTT, we follow the Department for Education guidance Generative artificial intelligence (AI) in education, updated August 2025, and related DfE support materials on using AI safely and effectively in education settings.

Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. As a Trust we will provide training to ensure that we:

- Consider the risks and challenges, alongside the opportunities and benefits.
- Continue to work to ensure the safety and reliability of technology, including AI tools, to support teachers and learners.
- Address fundamental barriers such as connectivity.

BILTT 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.

BILTT will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying and behaviour policy.

Any new AI tool or AI-enabled product proposed for use by staff or pupils must be risk assessed before use, approved through the school or Trust's agreed digital, safeguarding and data protection governance process, and checked against relevant Department for Education guidance and product safety standards. Approved tools will be monitored during use and reviewed at least annually, or sooner if concerns, incidents, supplier changes, model changes or guidance updates arise.

The risk assessment will consider safeguarding, data protection, cyber security, online safety, filtering and monitoring, age-appropriateness, SEND accessibility, equality, accuracy, bias, intellectual property, staff workload, transparency, parental communication where relevant, and whether pupils could be exposed to harmful, inappropriate, misleading or unsafe content. The DSL, online safety lead, IT lead and data protection officer or equivalent will be consulted where appropriate before approval is given.

Approved AI tools will be used only for agreed purposes and in line with staff conduct, acceptable use, online safety, data protection and safeguarding expectations. Staff remain professionally responsible for checking AI-generated content before it is used or shared, and any safeguarding concern, data breach, harmful output, inappropriate pupil use or suspected misuse of AI must be reported immediately through the school's safeguarding, data protection or online safety procedures.

16. Allegations and concerns about a staff member, supply teacher, volunteer or contractor

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the pupil is paramount.

Allegations may be that an adult in school has:

- behaved in a way that has harmed a child or young person or may have harmed a child or young person.
- possibly committed a criminal offence against or related to a child or young person; or
- behaved towards a child or young person or children in a way that indicates they may pose a risk of harm to children.

What to do:

- All allegations should be immediately brought to the attention of the Headteacher.
- If an allegation is made against the Headteacher, this should be brought to the attention of the Chair of Governors.
- Concerns must also be logged on the 'Low-Level Concerns' form found on SharePoint on the same day you become aware of the concern. If it is serious, you must also speak to the Headteacher.
- If a supply member of staff has a safeguarding concern, they must report it using the safeguarding form given to them at the start of their day.
- Where there is a report that a member of staff or volunteer has behaved inappropriately, the Headteacher will refer the case to the Local Authority Designated Officer (LADO) and the Chair of Governors. Where the allegation concerns the Headteacher, the Chair of Governors will liaise with the Local Authority Designated Officer (LADO).
- Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff, including a supply teacher, volunteer or contractor, to the Headteacher, report it directly to the Local Authority Designated Officer (LADO).

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team.
Staff must also follow the Whistle Blowing policy if they feel their concerns are not being responded to. They can also contact the LADO or police.

The Headteacher will take the following actions:

- Ensure that the child or young person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made.
- Contact the LADO in Bedford Borough immediately.
- Contact the parents/carers of the child/young person following advice from the LADO.
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation.
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect a child, or young person is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

Low Level Concerns:

The term 'low level' concern refers to any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct.
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

Sharing low level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empowering staff to share any low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

Responding to low level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff behaviour policy/code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records about staff concerns will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, a course of action will be decided on, either through the school's disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold, the school will refer it to the designated officer at the local authority.
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low level concerns in references unless:

- The concern has met the threshold for referral to the Local Authority Designated Officer (LADO) and is found to be substantiated; and/or

- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

17. Safer Recruitment

Keeping Children Safe in Education 2026 highlights Safer Recruitment processes in education settings. At least one member of our staff on every recruitment panel has undertaken training in Safer recruitment. Our recruitment and selection process ensures that staff, volunteers and governors have undertaken appropriate safeguarding checks including:

- Identity check.
- Enhanced Disclosure and Barring Service (DBS) checks.
- Staff barred list checks.
- Two references with at least one being from the previous employer.
- Online checks of social media accounts.
- A record of the interview is kept.
- Anyone appointed to carry out teaching work will require an additional check using the appropriate Department for Education service to confirm that they are not prohibited from teaching.
- Volunteers are appropriately supervised and risk assessed in line with the 2026 requirements.
- Check of professional qualifications.
- Check to establish the person's right to work in the UK.
- Further checks on people who have lived or worked outside the UK.
- For agency and third-party supply staff written confirmation that the business supplying the staff has carried out relevant checks and obtained appropriate certificates.
- Our school follows advice in the Disqualification by Association under the Childcare Act 2006 (as amended).
- The school carries out online searches for shortlisted candidates as part of due diligence in the recruitment process. Searches will be proportionate, consistent, recorded, and focused on information relevant to suitability to work with children, in line with Keeping Children Safe in Education 2026.

The school will review volunteer, work experience, trainee teacher, contractor and other adult arrangements in line with the current KCSIE 2026 regulated activity guidance. Where an adult is teaching, training, instructing, caring for or supervising children regularly, the school will consider whether they are in regulated activity and ensure the appropriate DBS, barred list and supervision arrangements are in place before the activity begins.

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages.
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

The school has procedures in place to make a prompt DBS referral via the HR Team, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty**.

Visitors who have not had checks undertaken are not left unsupervised or allowed to work in regulated activity.

18. Site Security

All staff have an electronic identity badge that is worn at all times. They are required to sign in/out during the course of the day.
Parents who are simply delivering or collecting their children do not need to sign in. Parents that are meeting with a member of staff should be signed in; this excludes parents' evenings when a designated member of staff is on the door.

All visitors are expected to observe the safeguarding and health and safety regulations to ensure children are kept safe. The Headteacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site. All visitors are given a leaflet explaining the school's safeguarding expectations on their arrival.
The Site Agent completes daily site checks for security of the site.

Checking the identity and suitability of visitors

- All visitors will be required to verify their identity to the satisfaction of staff.
- If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
- Visitors are expected to sign in via 'Entry sign' and wear a visitor's lanyard. If they have DBS they are given a green lanyard, if not it will be red. Contractors with DBS have a yellow lanyard. All staff and pupils are aware of this.
- Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:
    - Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
    - The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)
- Children and young people should not be collected by people other than their parents/carers or regular transport unless written notification has been received in advance.
- Regular contractors who are carrying out work around the school building, unsupervised, should be subject to the same enhanced DBS checks as staff, volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request (e.g. references).
- All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Occasional Events

Some events, for example winter productions or sports days, happen only rarely, but involve the movement of large numbers of pupils around the school at a time when parents and carers are also given access to the site. The Leadership Team are responsible for ensuring that a plan is written, detailing how and when pupils and other people will enter and exit their classrooms and the school site. The plan is shared with all staff, and each individual is responsible for making sure that they read, understand and carry out the plan.

On some occasions, it may be more practical for families to take their children home from the event directly rather than waiting for the end of the school day or for the children to return to the classroom. The plan will also explain if parents are permitted to do this and how this will be done. This would include the expectation that teachers or designated support staff know which children have been taken home.

19. Late Collection of Children

Children that have not been collected by a parent/carer are brought to the main reception. A member of the office team or the class teacher will try to contact the parent/carer. If there is no response, they will try the other contact numbers. It is the responsibility of the parent/carers to keep the school office informed of all current telephone numbers and emergency contacts. After a reasonable time, should school be unsuccessful in contacting a parent/carer, social services will be contacted.

19. If a child is unaccounted for

The emergency procedure for a situation where a child has gone missing is as follows:

- Notify the school office immediately of the child's name, class and time/location of last sighting.
- Office to alert Headteacher/Deputy as per the Lost Child Policy.
- Key personnel to search school site.
- If not found within the school building – SLT and available staff to sweep full grounds.
- If deemed necessary by SLT – designated staff to search local roads.
- Parents/carers and police to be notified if child not found on the school site within 10 minutes.

For details, please see the Lost Child Policy.

21. Extended School and Off-Site Arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own Child Protection and Safeguarding Policy and Procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

If one of our schools receives an allegation relating to an incident where an individual or organisation was using our school premises for an activity involving children, we will follow our safeguarding policies and procedures and inform the Local Authority Designated Officer (LADO), as we would with any safeguarding allegation.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place and there is appropriate liability cover in place.

Alternative Provision

On rare occasions pupils may attend alternative provision. We recognise that the school retains responsibility for the safeguarding, welfare, attendance and educational oversight of pupils placed in alternative provision, including where provision is commissioned off site. Arrangements will be made in line with statutory alternative provision guidance, Keeping Children Safe in Education and the school's Attendance Policy.

- Before a placement starts, the school will complete and record safeguarding assurance checks, including confirmation of the provider's safeguarding and child protection policy, safer recruitment and DBS arrangements, staff training, designated safeguarding lead arrangements, behaviour and restraint procedures, online safety arrangements, health and safety checks, insurance, risk assessments and emergency contact procedures.
- The provider must give the school written confirmation that appropriate safeguarding checks have been carried out on all adults working with the pupil. The provider must notify the school

immediately of any change to staff working directly with the pupil, including new staff, agency staff, volunteers, tutors, mentors, transport staff or supervisors, and must confirm that all required checks and induction have been completed before contact with the pupil begins.

- The school will maintain precise records of where the pupil is during school hours. This will include the provider's name, full address, room/base or activity location where relevant, agreed timetable, session times, transport arrangements, named provider contact, named school contact, emergency contacts and any authorised off-site or community-based activity. Providers must notify the school in advance of any proposed change of location, timetable, activity, staffing or supervision arrangements.
- Attendance will be monitored daily. The provider must report attendance, lateness, non-attendance, unexplained absence, early departure and any failure to arrive within the agreed timescale. The school will follow first-day response procedures, record attendance in line with statutory attendance guidance and the Attendance Policy and escalate repeated or unexplained absence as a safeguarding concern where appropriate.
- The school will carry out quality assurance visits and safeguarding assurance reviews. These will include at least half-termly review of the placement, and more frequent review where the pupil is vulnerable, attendance is irregular, concerns have been raised, the provision is new or unregistered, or the pupil has a child in need, child protection, looked-after child, EHCP or risk management plan.
- Reviews will consider safeguarding records, attendance, pupil voice, parent/carer feedback, progress against agreed outcomes, suitability of the curriculum, behaviour incidents, physical intervention or restraint records, accidents, complaints, staff changes, supervision arrangements, online safety, transport, site safety and whether the placement continues to meet the pupil's needs.
- The provider must share safeguarding concerns with the school DSL/DDSL on the same day and immediately where there is risk of harm. The school will record concerns on My Concern, consider the pupil's wishes and feelings, inform parents/carers unless this would increase risk, and make referrals to the Integrated Front Door, police, LADO or other agencies as required.
- If safeguarding concerns arise about the placement, the DSL and Headteacher will review risk immediately. The school may pause, suspend or end the placement where there is concern that the pupil may not be safe, where safeguarding assurance is inadequate, where required information is not provided, where attendance or whereabouts cannot be confirmed, where staffing or location changes have not been notified, or where the provider fails to follow agreed safeguarding procedures.
- Where a placement is suspended or ended, the school will put immediate arrangements in place to safeguard the pupil and provide appropriate education, inform parents/carers unless this would increase risk, notify the local authority where required, consider whether a referral or professional challenge is needed, update the pupil's risk assessment and placement plan, and record the rationale and actions taken.
- Further guidance can be found in the Department for Education statutory guidance on alternative provision.

22. Curriculum: Supporting School Provision

We ensure safeguarding, including online safety, is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Our school plays an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The framework for relationships, social and health education (RSHE) provides opportunities for children to learn about keeping safe. RSHE curriculum materials provide resources that enable

our school to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and emotional aspects of learning.
- Citizenship curriculum.
- Sexual health initiatives.
- School nurse checks.

23. Use of Force, Restraint and Positive Handling

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances. The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain exceptional circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils to protect them and others. Staff are PRICE trained to support them in fulfilling this role.

Any concerns or allegations that a member of staff, including supply staff, volunteer or governor may have acted inappropriately should be brought to the Headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: Use of reasonable force: advice for headteachers, staff and governing bodies, Department for Education, July 2013. The school will also consider current KCSIE 2026 expectations, the Behaviour Policy, SEND needs, trauma-informed practice, equality duties and safeguarding considerations when reviewing any use of force, restraint or positive handling.

24. Staff Conduct

To protect children and members of staff, we expect staff, volunteers and governors to follow our professional Code of Conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts and favouritism
- Behaviour management
- Intimate care

- Administration of medicine
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc.)
- Appropriate use of social networking sites

25. Implementation, Dissemination and Review Strategies

This policy is reviewed annually by the Headteacher and DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.
The annual review will be led by the Headteacher and DSL, with input from Deputy DSLs, the attendance lead, SENDCo, online safety/filtering and monitoring lead, HR/safer recruitment lead, alternative provision lead, site manager where relevant, the Safeguarding Governor and the Safeguarding Trustee. The review will take place at least annually and sooner if there is a change in statutory guidance, local safeguarding arrangements, serious incident learning, audit findings or identified gaps in practice.
The review will check that this policy remains aligned with Keeping Children Safe in Education, Working Together to Safeguard Children, local Bedford Borough Safeguarding Children Partnership arrangements, the Attendance Policy, the Behaviour Policy, the Online Safety Policy, safer recruitment procedures, alternative provision arrangements and any school-specific safeguarding risk assessments.

Evidence retained for the annual review will include, as appropriate: safeguarding training records; staff induction records; staff annual KCSIE declarations; My Concern audit information; attendance and children absent from education monitoring records; alternative provision safeguarding assurance records; safer recruitment and single central record checks; filtering and monitoring review evidence; low-level concern records; allegations and LADO referral records; pupil voice; parent/carer feedback; safeguarding supervision records; local authority or trust audit outcomes; governing body minutes; trustee reports; and action plans showing how identified gaps have been addressed.

The DSL and Headteacher will produce an annual safeguarding review summary and action plan. The action plan will identify the issue, evidence source, risk level, responsible person, required action, completion date, review date and evidence of completion. Actions will be tracked until closed and retained as part of the school's safeguarding evidence base.
Governor and trustee oversight will include termly safeguarding reporting to the Local Governing Body and trust-level oversight through the Safeguarding Trustee and Trust Board reporting cycle. Reports will include trends, training compliance, attendance safeguarding concerns, children absent from education, referrals and escalation, allegations and low-level concerns, alternative provision assurance, online safety/filtering and monitoring, policy updates, audit outcomes, risks, gaps and progress against safeguarding actions. Pupil-identifiable information will not be included in routine governance reports unless this is necessary and lawful.

If the review identifies a safeguarding concern, compliance gap, unresolved action, repeated pattern, training gap, record-keeping weakness, attendance concern, alternative provision concern, safer recruitment concern or online safety weakness, this will be escalated promptly to the Headteacher and DSL. Where the concern presents immediate or significant risk, it will also be escalated to the CEO/Executive Principal, Safeguarding Governor, Safeguarding Trustee, Chair of Governors, local authority, LADO, police or Bedford Borough Integrated Front Door as appropriate.

All members of staff, volunteers and governors read and agree the child protection policy before the start of their employment/volunteering/governor role and at the start of each year.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

26. Useful Contacts:

- Bedfordshire Police 01234 841212/101 In emergency dial 999
- Children Missing Education Officer (Debi Momi) – Tel: 01234 228178
- Integrated Front Door – Tel: 01234 718700 (office hours) or 0300 300 8123 (out of hours). Multi.Agency@bedford.gov.uk
- Local Authority Designated Officer (LADO) – Tel: 01234 276693 lado@bedford.gov.uk Sandeep.Mohan@bedford.gov.uk
- Bedford Borough Safeguarding Children Partnership (BBSCP) – lscb@bedford.gov.uk Tel: 01234 276512

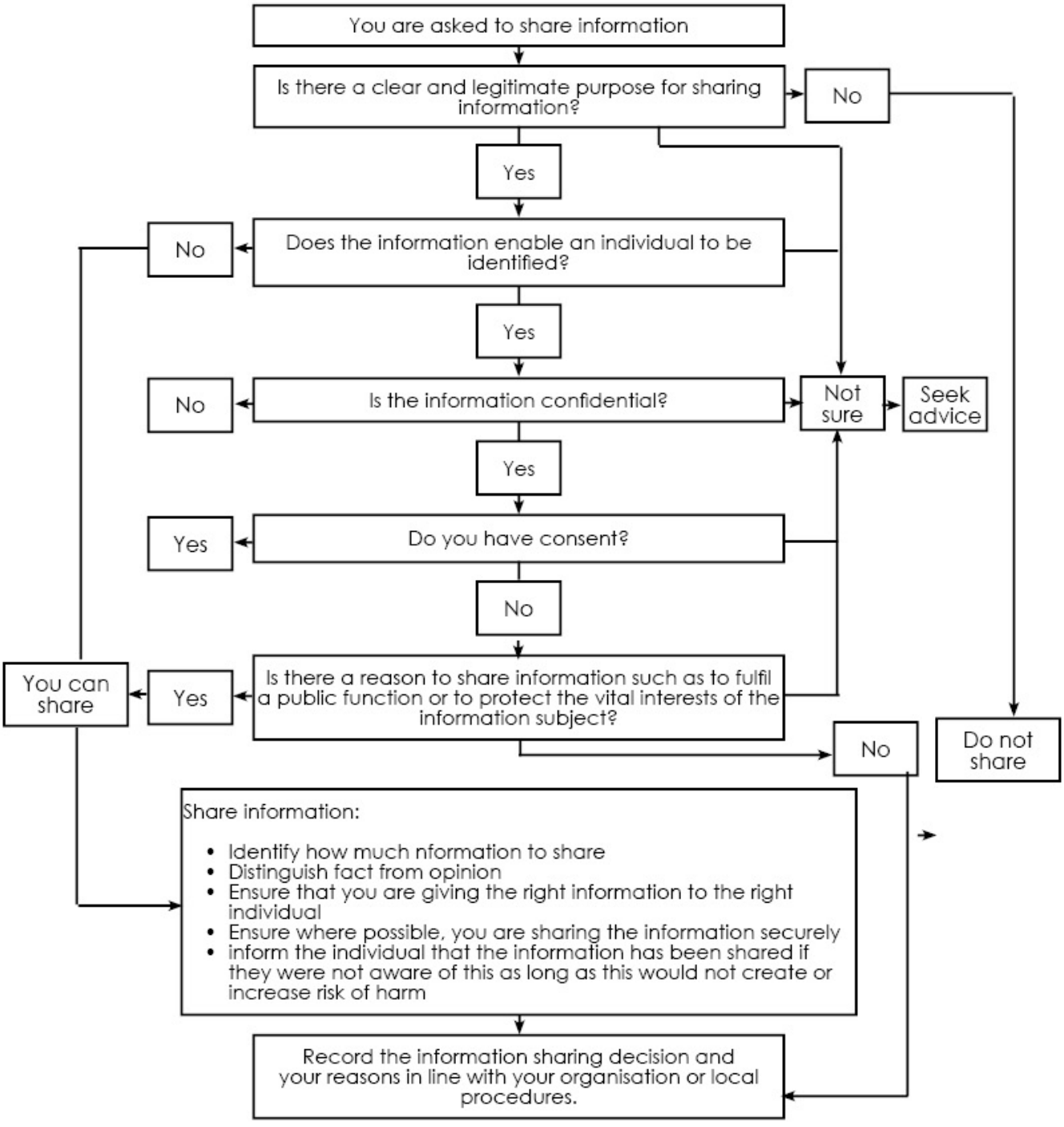
27. Complaints and concerns about school safeguarding policies

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Other complaints will be dealt with in accordance with our complaints policy.

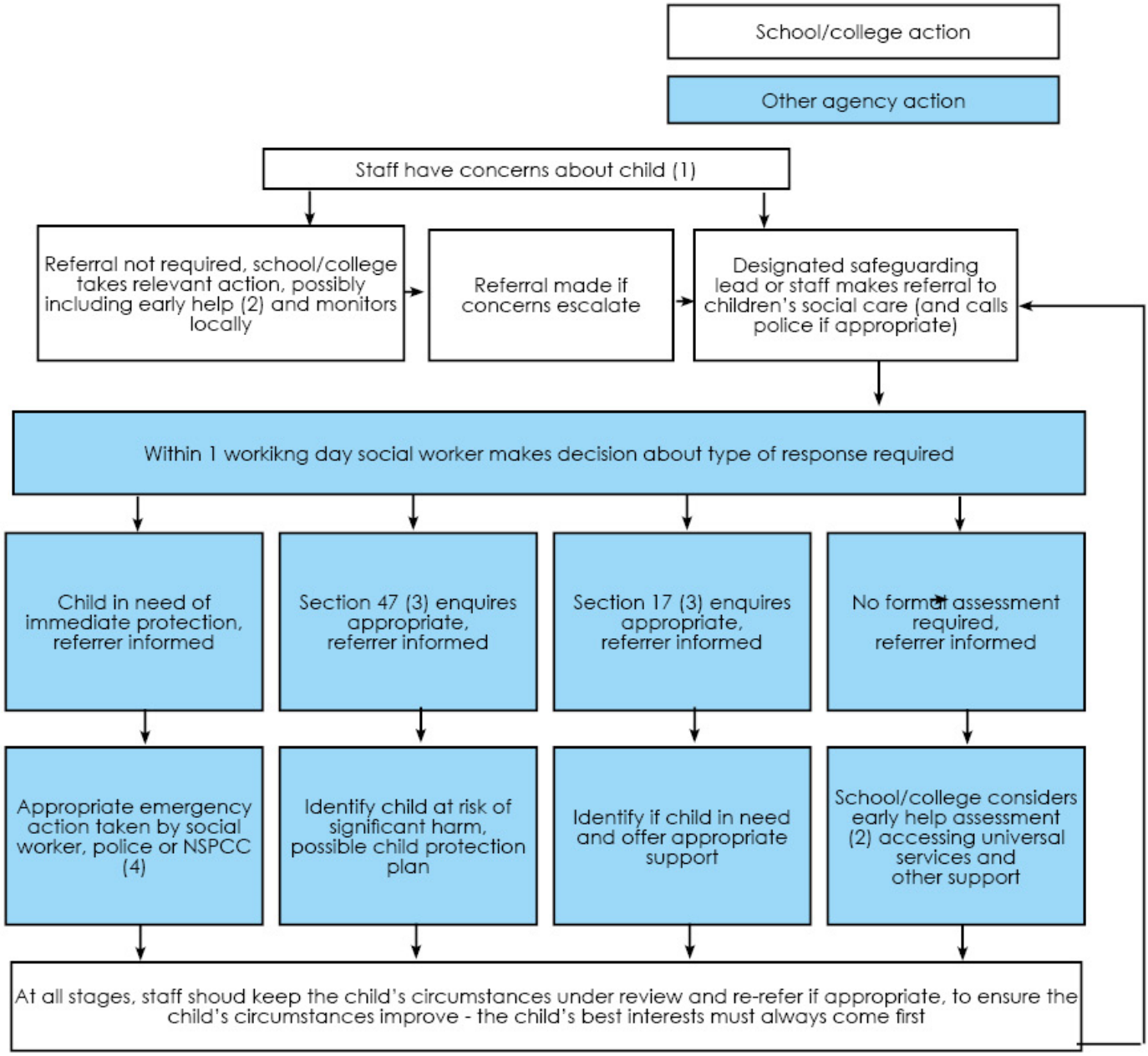
Appendix A

Flowchart - When and how to share information



Appendix B

Actions if there is a concern about a child



Appendix C

Types of abuse

Abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

- **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.

- **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:
    - Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
    - Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
    - 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
    - Seeing or hearing the ill-treatment of another
    - Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

- **Sexual abuse** involves forcing, causing or inciting 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. Children are more likely to know their abuser than not. A child under the age of 13 can never legally consent to sexual activity. 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
    - 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **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:
    - 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.

Appendix D: Specific safeguarding issues

This appendix is mostly based on the advice in Keeping Children Safe in Education 2026, Staff must be aware of the following indicators:

Children who are absent from education

- A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.
- There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:
    - Are at risk of harm or neglect
    - Are at risk of forced marriage or FGM
    - Come from Gypsy, Roma, or Traveller families
    - Come from the families of service personnel
    - Go missing or run away from home or care
    - Are supervised by the youth justice system
    - Cease to attend a school
    - Come from new migrant families
- We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.
- Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.
- If a staff member suspects that a child is suffering from harm or neglect, we will follow our child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

- Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
- The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.
- The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
- Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Being repeatedly absent from education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL/DDSL who will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

- Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, and may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.
- The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.
- The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.
- CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.
- In addition to the CCE indicators above, indicators of CSE can include a child:
    - Having an older boyfriend or girlfriend
    - Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL and report on My Concern. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

- Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.
- Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.
- We acknowledge that harmful sexual behaviour (HSB) occurs between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum137 and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

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

- Bullying (including cyber-bullying, prejudice-based, faith based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- We do not tolerate any HSB such as banter, flicking bras, pulling down of trousers, lifting skirts or touching bottoms, breasts or genitalia.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi-nudes
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.
- If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy.
- When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.
- When assessing HSB, the ages and developmental stages of the children involved are critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years, or if one child is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they hold power over them due to disability, physical size or another vulnerability.

Domestic abuse

- Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.
- Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.
- Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

- Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.
- If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. As part of Operation Encompass.
- The DSL/ DDSL will provide support according to the child's needs and update records about their circumstances.

Gender: Children who are questioning their gender

We acknowledge that some children may be questioning their gender and will support them, considering the best interests of the child. We will give them bespoke support, involving parents/ carers and give careful, documented consideration to any social transition. This may include changing names, pronouns, clothing or presentation. We do not tolerate any bullying linked to gender and ensure our school is a safe place.

As per the KCSIE guidance we provide single sex toilets and changing facilities but also single user cubicles and safe changing spaces for pupils. These facilities will maintain the privacy, dignity, safety and comfort of the child and any others.

Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The DSL and DDSLs will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity.
- Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

- So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.
- Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.
- All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

- The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Please refer to Pan Bedfordshire Practice Guidance for practitioners on Female Genital Mutilation (FGM) for possible indicators and further information.
- Section 8.1 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.

- A family/pupil already being known to social services in relation to other safeguarding issues.
- A girl:
- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school, or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman."
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

- Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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.
- It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.
- Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance's rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.
- If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate local safeguarding procedures and refer the case to local authority children's social care where appropriate.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing radicalization

- **Radicalisation** refers to the process of a person legitimising support for, or use of terrorist violence.
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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 of terrorism 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.
- Schools have a duty to prevent children from being drawn into terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.
- We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.
- We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.
- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.
- Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in the Prevent Policy

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.
Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them.
- Regularly review decisions and actions, and update policies with lessons learnt.
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns.
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and gender questioning (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours.
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions (this could indicate that the child has been. approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male.
- Having been frequently absent or permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Appendix E

This policy is also based on the following legislation:

- Working Together to Safeguard Children 2026, which replaces the 2023 statutory guidance and sets out expectations for multi-agency working, family help, child protection, information sharing and safeguarding partner arrangements.
- Working together to improve school attendance: statutory guidance for maintained schools, academies, independent schools and local authorities, updated June 2026, which sets out expectations for daily attendance monitoring, attendance and admission registers, support for persistent and severe absence, multi-agency working and escalation to the local authority where required.
- The School Attendance (Pupil Registration) (England) Regulations 2024, which set out the statutory requirements for admission registers, attendance registers, register entries, register amendments, deletion from roll and required returns to the local authority.
- Children missing education: statutory guidance for local authorities, updated September 2025, which should be read alongside statutory attendance guidance, admission register duties and local children absent from and missing education procedures.
- Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension, which explains the Virtual School Head's strategic role in promoting educational outcomes for children with a social worker and children in kinship care arrangements.
- Generative artificial intelligence (AI) in education: Department for Education guidance, updated August 2025, and related DfE support materials on using AI safely and effectively in education settings.

- Meeting digital and technology standards in schools and colleges: Department for Education filtering and monitoring core standard and cyber security core standard, updated June 2026.
- Alternative provision: statutory guidance for local authorities, schools and providers, updated February 2025, which confirms that schools remain responsible for safeguarding pupils placed in alternative provision.
- Searching, screening and confiscation in schools: Department for Education guidance, updated July 2023.
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Prevent duty guidance: England and Wales, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or gender questioning phobic bullying; or racial discrimination
- 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
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

- Bedford Borough, Central Bedfordshire and Luton Safeguarding Children Partnership Procedures, including Bedford Borough Safeguarding Children Partnership local arrangements and inter-agency child protection procedures.
- The procedures of the Pan Bedfordshire Safeguarding Children Partnerships and Safeguarding Adults Boards, including the Bedford Borough Safeguarding Children Partnership Multi-Agency Safeguarding Arrangements.
- Sharing nudes and semi-nudes: advice for education settings working with children and young people, UK Council for Internet Safety and Department for Science, Innovation and Technology, updated March 2024.
- Criminal exploitation of children and vulnerable adults county lines (Home Office guidance)

This policy also complies with our funding agreement and articles of association.

This policy should be understood alongside school policies and procedures on related safeguarding issues including our:

- Accessibility plan
- Administration of medication/Supporting children with medical conditions
- Allegations against staff policy
- Attendance and Children Missing Education Policy
- Behaviour and Anti-Bullying Policy
- Code of Conduct
- Equality information and objectives
- Health and safety policy
- Information Sharing Policy
- Physical Intervention Policy
- Mental Health and Wellbeing Policy
- Relationship, Sex and Health Education policy
- Special Educational Needs Policy
- Searching, screening and confiscation in schools: Department for Education guidance, updated July 2023
- Use of Internet/ Online Safety Policy
- Whistleblowing Policy

Grange Academy
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Appendix to safeguarding policy
Key safeguarding considerations at Grange Academy

Context: Staff are fully aware of all the specific safeguarding matters listed in the above policy. To provide the most effective safeguarding and child protection, we identify risks that are more likely to arise given our pupil cohort and other school specific factors. The summary below lists some key risks and the work to mitigate them. The safeguarding policy also includes key principles and procedures that must be followed when the below safeguarding matters occur. This appendix has been updated to reflect the information-only version of Keeping children safe in education 2026, which comes into force on 1 September 2026. Until that date, KCSIE 2025 remains the statutory guidance in force.

Key Risks			Mitigation		
Risk	**Rationale for risk**	**Staff training**	**Curriculum**	**Other**	**Policy**
Online safety	Any pupil can be vulnerable online; however, some pupils, for example pupils who attend alternative provision and those with SEND, may be more susceptible to online harm or have less support from family or friends in staying safe online. Grange ensures pupils and their families receive the knowledge and support they need to make sound decisions and be safe. This includes awareness of online risks linked to disinformation, misinformation,	Online safety training is delivered to staff at least annually. Training includes staff responsibilities for filtering and monitoring, reporting concerns about online safety controls, information security, access management, and emerging risks such as AI-generated abuse.	Pupils are taught about online safety as part of the curriculum for ICT and RSHE – Unit coverage Self-care, Support and Safety. We also use the NSPCC Stay Safe and Speak Out Programme as well as the PSHE Association guidance, and provide a range of Safety Themed days and weeks annually. Curriculum content includes age- and stage-appropriate learning about safe online relationships, consent, online manipulation, sharing images, AI-	BILTT ensures appropriate filters and monitoring systems are in place. Senior leaders and governors maintain oversight of filtering and monitoring effectiveness, and staff know how to report any concern that filtering or monitoring may not be working effectively. The school raises parents' awareness of internet safety. This policy is shared with parents. Online safety is covered through parents' evenings, leaflets and key	Online Safety Policy Acceptable Use Agreement

	conspiracy theories, grooming, image-based abuse, deepfakes, impersonation and AI-generated abuse.		generated content and how to seek help.	information on the school website. Pupils access 1:1 intervention sessions when needed. All pupils have a self-chosen designated adult in school. Signage and posters around school provide online safety reminders. Information security and access management arrangements are reviewed so that safeguarding information is stored securely, accessed only by appropriate staff, and shared in line with safeguarding and data protection expectations.	
Child-on-child abuse, including harmful sexual behaviour, sexual harassment and sexual violence	Child-on-child abuse is behaviour by an individual child, or group of children, intending to physically, sexually or emotionally harm another child. All staff should recognise that children can abuse other children and that this can take many forms, including bullying, online abuse, harmful sexual behaviour, sexual harassment, sexual violence, consensual or	Safeguarding Team Training annually. Whole Staff key focus training annually. Staff know sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Staff are also trained to recognise and respond to harmful sexual behaviour, including behaviours that may be developmentally inappropriate, coercive,	There is a strong Life Skills RSHE curriculum that tackles such issues as prejudiced behaviour and provides open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of indecent images. Teaching includes preventative safeguarding work around respectful	Grange has clear procedures for responding to a report of sexual violence or sexual harassment. Through the Student Parliament we encourage young people to develop a deeper understanding of acceptable behaviour and to keep themselves safe. Signposting Info for parents/Parent workshops.	Anti-bullying policy.

	non-consensual sharing of nude or semi-nude images, and abuse within intimate personal relationships. Some Grange pupils are less able to tolerate behaviour from their peers which they find challenging. Pupils often have social and mental health difficulties, as well as SEND, and can struggle to understand the features of appropriate relationships.	abusive or exploitative. High-quality training for teachers delivering RSHE is provided weekly to all pupils. Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff consider SEND needs and context when assessing risk.	relationships, misogyny, online sexual harassment, harmful sexual behaviour, consent, personal boundaries and where to seek help. Unit coverage: Managing feelings and Keeping Safe NSPCC Stay Safe and Speak Out Program. Safety Theme Day annually RSE Coverage – CSE, Grooming, Age limits and Consent, Appropriate behaviours	Pupils access 1:1 sessions	
Bullying	Some Grange pupils are more likely to bully and be bullied because of their SEND, experiences of trauma, and social, emotional and mental health difficulties. Pupils may not identify or report bullying so it is important that staff are alert to signs of bullying, and the curriculum develops pupils' understanding.	Staff are trained in restorative justice principles and use these to resolve conflict. Staff recognise that vigilant supervision (both in and out of lessons), and monitoring of relationships between pupils is crucial.	The topic of bullying is addressed through the RSHE programme and form time. A key curriculum aim is to engender pupils' understanding, respect and care of others, including those who possess one or more protected characteristic.	Behaviour, safeguarding, and attendance information is used to identify potential bullying. Attendance, persistent absence, unexplained absence and reduced engagement are monitored as potential safeguarding indicators, including where absence may increase risk of exploitation, neglect, sexual abuse, child criminal exploitation or child sexual exploitation.	Anti-Bullying Policy
Neglect and physical and emotional abuse	Due to the high levels of support pupils require, and the challenging behaviour that some can exhibit, there can be significant pressure	Staff are clear about the potential signs of abuse, and how to report them. Staff know the signs that families may not be coping, and how to	Unit coverage: Managing feelings and Keeping Safe NSPCC Stay Safe and Speak Out Program. Safety Theme Day annually.	Posters and signage around school – where to get help and who to talk to. Pupils access 1:1 intervention sessions.	Child Protection and Safeguarding Policy

Home environment /welfare	placed on families. Staff remain alert to indicators that a child or family may require early help, 'Family Help', statutory social care intervention or multi-agency support. Staff also consider whether unmet medical needs, missed appointments, medication issues, personal care concerns or young carer responsibilities may indicate wider safeguarding or welfare concerns.	report their concern so additional support can be sought. Whole school training annually. Safeguarding Team Training annually	Focus on Consent, Domestic Abuse and protective behaviours as well as Healthy relationships.	All pupils have a self-chosen designated adult in school. Food Share Scheme Uniform Rights Respecting School – Gold Award in place. Weekly focus on the Rights of a Child – UNICEF Articles of the week. Regular communication with key identified families Concerns are referred in line with local early help, Family Help and children's social care threshold arrangements, with timely escalation where risks increase or support is not effective. Where pupils attend alternative provision, Grange remains responsible for safeguarding oversight. Safeguarding checks, attendance monitoring, information-sharing, risk assessment and regular placement review are completed and recorded.	

Mental Health/ Wellbeing (Self harm)	Pupils mental health and wellbeing is of **particular importance** as it influences the way in which they cope with key life events such as stress, trauma and physical ill-health. It also impacts their confidence, self-esteem and self-worth. We are committed to creating a culture where talking about how we feel is a norm, and where the personal and social development of all is supported appropriately so that they can thrive. This helps build pupils' resilience to risk Staff are alert to children who may require mental health support and understand that mental health concerns can be an indicator of abuse, neglect, exploitation, trauma, bereavement, family stress or unmet needs. Support is considered alongside safeguarding, attendance, SEND, medical and family circumstances.	Trained member of staff: Mental health First Aid Whole school training focus annually	Ongoing coverage through RSHE – Healthy Lifestyles and Self Awareness units Topic led focus – self-esteem, low mood, triggers, indicators RSHE – Managing Feelings unit	Theme days – mental health week, Hello Yellow, National Mental Health day; signposting support 1:1 time with a member from the wellbeing team Online support services Regular communication with key identified families. Where a child is questioning their gender, support is considered on an individual basis, with careful attention to safeguarding, dignity, bullying prevention, parental engagement where appropriate, information-sharing, risk assessment and the child's wider SEND, mental health and welfare needs. Trained staff Mental Health leads and pupil Mental Health champions.	Wellbeing Policy Staff Wellbeing Team Care First Webinars/ School OT Support

Operation Encompass Safeguarding Statement: Grange Academy

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All school staff and Governors can undertake the online training.

Our parents are fully aware that we are an Operation Encompass school and we ensure that when a new pupil joins our school the parents/carers are informed about Operation Encompass. The information is also shared on our school website.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information on My Concern.

As a staff we have discussed how we can support our pupils who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbook to inform our thinking.

We are aware that we must do nothing that puts the pupil or the non-abusing adult at risk.

The Safeguarding Governor and DSL will report on Operation Encompass in the termly report to Governors where necessary. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When the Head Teacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training

New Staff

All new staff receive a full safeguarding induction with a member of Grange Academy's safeguarding team. In line with KCSIE 2026, all staff, including those who do not work directly with children, are expected to read Part One of KCSIE and have mechanisms in place to support their understanding of their safeguarding responsibilities.

Supply Staff

Temporary staff are given on day one:

- An induction by Cheryl Trinder covering essential safeguarding
- An introduction to the Headteacher and DSL
- A safeguarding leaflet

- A requirement to read Part One and Annex B of KCSIE and confirm understanding of key safeguarding responsibilities, including how to report concerns about pupils, staff or safeguarding practice.

- A ‘I have a concern form’ to log concerns about pupils/staff

Long Term Supply

Long Term Supply have a full safeguarding induction in line with permanent staff. This includes reading Part One of KCSIE and understanding local procedures for recording and escalating safeguarding concerns.