CHILD PROTECTION AND SAFEGUARDING POLICY

Our Mission, Vision & Values

Our mission is to **work with those who need us the most**.

Our vision is to **create a blended Trust that includes SEND schools, mainstream primary and PRUs and to create hubs that drive school improvement.**

Our values are:

- **To be inclusive**
- **To provide nurturing/caring environments**
- **For children to feel safe**
- **To work with integrity and a strong moral compass**
- **To have the highest expectations and standards.**

Approved by:	**Date:** July 2026
Last reviewed on:	July 2026
Next review due by:	August 2027

SECTION 1

AIMS, ETHOS AND COMMITMENT TO SAFEGUARDING

1. **Aims**

Kings Academy Trust is committed to safeguarding and promoting the welfare of all children and young people. We believe that every child has the right to grow up in a safe, secure and supportive environment where they are protected from harm and able to achieve their full potential.
This policy applies to all pupils, staff, volunteers, governors, trustees, contractors, visitors and partner agencies working with or on behalf of Kings Academy Trust.
The aims of this policy are to:

- safeguard and promote the welfare of all children;
- provide staff with clear guidance on recognising and responding to safeguarding concerns;
- ensure that children are protected from maltreatment, abuse, neglect, exploitation and harm;
- support timely identification and intervention where concerns arise;
- promote a culture of vigilance, listening and professional curiosity;
- ensure that all statutory responsibilities are fulfilled;
- support effective multi-agency working;
- ensure all children have the best possible outcomes.

Safeguarding is everyone's responsibility and all adults working within Kings Academy Trust have a duty to protect children and act in their best interests at all times.

2. Our Commitment

Kings Academy Trust will:

- provide a safe environment in which children can learn;
- maintain a culture where safeguarding is central to all decision-making;
- adopt a child-centred approach at all times;
- listen to and act upon the wishes and feelings of children;
- ensure staff are appropriately trained and supported;
- work effectively with parents, carers and external agencies;
- identify children who may benefit from early help;
- take appropriate action to protect children from harm;
- maintain accurate safeguarding records;
- ensure concerns are reported promptly and appropriately.

The Trust recognises that safeguarding extends beyond child protection and includes promoting children's wellbeing, health, development, safety and emotional welfare.

3. Safeguarding Statement

Safeguarding and promoting the welfare of children means:

- providing help and support to meet children's needs as soon as difficulties emerge;
- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children within their families wherever it is safe and appropriate to do so;
- taking action to enable all children to achieve the best possible outcomes.

This definition is taken from Working Together to Safeguard Children 2026 and underpins all safeguarding practice across Kings Academy Trust.

4. Child-Centred Approach

Kings Academy Trust recognises that no single practitioner can have a full picture of a child's circumstances.
Children may:

- be unable to recognise abuse;
- be frightened of reporting concerns;
- feel shame, embarrassment or guilt;
- not know how to ask for help;
- communicate concerns through behaviour rather than words.

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All staff will maintain professional curiosity and act upon concerns, regardless of whether a child has made a direct disclosure.
The Trust will always act in the best interests of the child and ensure that the child's voice is central to all safeguarding decisions.

5. Trust Values and Safeguarding

Safeguarding is embedded within the mission, vision and values of Kings Academy Trust.
We are committed to:

- inclusion;
- nurturing and caring environments;
- ensuring children feel safe;
- acting with integrity and moral purpose;
- maintaining the highest standards and expectations.

We believe that safeguarding is a fundamental prerequisite to educational success and positive life outcomes. A child who feels safe is more likely to engage, achieve and thrive.

6. Culture of Vigilance

Kings Academy Trust adopts a culture of vigilance where:

- safeguarding concerns are reported without delay;
- children are listened to and believed;
- concerns are recorded accurately;
- staff challenge poor practice;
- professional curiosity is actively encouraged;
- safeguarding supervision is used effectively;
- safeguarding is discussed regularly at all levels of leadership and governance.

All concerns, regardless of how small they may appear, will be treated seriously and considered within the wider context of a child's lived experience.

2. Statutory Framework and Definitions

2.1 Legislative and Statutory Framework

This policy has been developed in accordance with the statutory duties placed upon schools, academies and multi-academy trusts to safeguard and promote the welfare of children.
Kings Academy Trust will fulfil its safeguarding responsibilities in line with the following legislation, statutory guidance and regulatory requirements:

All Schools:

- Keeping Children Safe in Education 2026 (KCSIE)
- Working Together to Safeguard Children 2026
- The Children Act 1989 and 2004
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- The Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- The Police Act 1997
- The Equality Act 2010
- The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- The Data (Use and Access) Act 2025
- The Crime and Policing Act 2026
- The Public Sector Equality Duty
- The Prevent Duty Guidance 2023

Moss Valley Primary Academy and The Deans Primary Academy only:

- The Childcare Act 2006
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Statutory Framework for the Early Years Foundation Stage (EYFS)

The Kassia Academy only:

- The Education Act 1996 (sections 19 and 19A) - which sets out the duty to provide suitable education for children who cannot attend school
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 - which sets out how legislation applies to PRUs
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007 - which sets out governance arrangements for PRUs
- Statutory guidance: Alternative provision (January 2013, updated 2023)
- Statutory guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England (2024, updated July 2026)
- Statutory guidance: Keeping children safe in education (KCSIE) 2026 - including specific PRU considerations

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

All safeguarding practice across Kings Academy Trust will be informed by the principles and expectations contained within Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.

2.2 Working Together to Safeguard Children 2026

Kings Academy Trust recognises that safeguarding is a shared responsibility requiring effective collaboration between:

- schools and colleges;
- local authorities;
- police services;
- health partners;
- social care services;
- safeguarding partners;
- children, parents and carers; and
- wider community services.

In accordance with Working Together to Safeguard Children 2026, the Trust is committed to:

- placing children at the centre of safeguarding practice;
- ensuring children's voices are heard and acted upon;
- supporting earlier identification of need;
- working within local Family Help arrangements;
- contributing to multi-agency safeguarding arrangements;
- sharing information appropriately;
- participating in child protection, child in need and multi-agency planning processes.

2.3 Safeguarding Definition

Safeguarding and promoting the welfare of children means:

- providing help and support to meet children's needs as soon as problems emerge;
- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children within their families whenever safe and appropriate;

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- taking action to enable all children to have the best outcomes.

This definition is taken directly from Working Together to Safeguard Children 2026.

2.4 Child Protection

Child protection forms part of safeguarding and refers to activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
This includes harm occurring:

- within the family;
- within institutions;
- within the community;
- online;
- through extra-familial contexts;
- through exploitation by individuals, peer groups or organised networks.

The Trust recognises that harm can occur within and beyond the home and that safeguarding responses should reflect the child's lived experience.

2.5 Definition of a Child

For the purposes of this policy, a child is anyone under the age of 18 years.
The fact that a child may have reached 16 years of age, be living independently, be in employment, be a young carer, be in further education or be a parent does not change their legal status as a child.

2.6 Abuse

Abuse is a form of maltreatment of a child.
A person may abuse a child by:

- inflicting harm;
- failing to prevent harm;
- exploiting the child;
- exposing the child to harmful circumstances or experiences.

Abuse may occur:

- in person;
- online;
- within the home;
- outside the home;
- through a single act;
- through a pattern of behaviour.

Abuse can be perpetrated by:

- adults;
- other children;
- family members;
- acquaintances;
- strangers;
- organised groups.

2.7 The Four Categories of Abuse
Physical Abuse

Physical abuse may involve:

- hitting;
- shaking;
- throwing;
- poisoning;
- burning;
- scalding;
- drowning;
- suffocating;

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- fabricating illness;
- inducing illness.

Physical harm may also occur through coercive and controlling behaviour where a child is deliberately placed at risk.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child which causes severe and adverse effects upon emotional development.
Examples may include:

- conveying that a child is worthless or unloved;
- excessive criticism;
- humiliation;
- intimidation;
- isolation;
- exposure to domestic abuse;
- bullying;
- online abuse;
- exploitation;
- unrealistic expectations.

Emotional abuse is present within all forms of abuse.

Sexual Abuse

Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

Staff should be aware that:

- Children are more likely to know their abuser than not
- Children under the age of 13 can never legally consent to any form of 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.

They may also include
non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.
Neglect may involve failure to:

- provide adequate food;
- provide appropriate clothing;
- provide suitable shelter;
- provide supervision;
- access healthcare;
- provide suitable education;
- meet emotional needs;
- protect from harm.

Neglect may occur during pregnancy due to maternal substance misuse and may continue after birth.

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2.8 Extra-Familial Harm

Kings Academy Trust recognises that abuse and exploitation increasingly occur outside the family home.
Extra-familial harm refers to harm experienced beyond the family and may include:

- child criminal exploitation;
- child sexual exploitation;
- county lines;
- serious violence;
- harmful sexual behaviour;
- child-on-child abuse;
- online exploitation;
- radicalisation;
- trafficking;
- gang affiliation.

When responding to safeguarding concerns, consideration will always be given to the context in which harm is occurring.

2.9 Vulnerability and Additional Safeguarding Needs

The Trust recognises that some children face additional barriers to safeguarding and may be more vulnerable to abuse, neglect or exploitation.
This may include children who:

- have SEND;
- have medical conditions;
- are young carers;
- are looked after or previously looked after;
- are children in need;
- have a social worker;
- experience family adversity;
- experience poverty or housing instability;
- are missing from education;
- are at risk of exploitation;
- identify as LGBTQ+;
- are asylum seekers or refugees.

Staff must remain professionally curious and avoid making assumptions about vulnerability or resilience.

2.10 Professional Curiosity

Professional curiosity is the capacity and willingness to explore and understand what is happening within a child's life rather than accepting information at face value.
All staff will:

- observe;
- question;
- clarify;
- record;
- challenge appropriately;
- seek advice where required.

Professional curiosity is essential to the early identification of abuse, neglect and exploitation.

2.11 Safeguarding Partners

In accordance with the Children Act 2004 and Working Together to Safeguard Children 2026, safeguarding partners are:

- the Local Authority;
- the Integrated Care Board (ICB);

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- the Police.

Kings Academy Trust will work collaboratively with safeguarding partners and local safeguarding arrangements across all local authority areas in which Trust schools are located.

3. Equality, Inclusion and Vulnerable Children

3.1 Equality Statement

Kings Academy Trust is committed to safeguarding all children and promoting equality, diversity and inclusion across all aspects of school life.
We recognise that all children have the right to protection from abuse, neglect, exploitation and harm, regardless of their:

- age;
- sex;
- disability;
- race;
- ethnicity;
- religion or belief;
- sexual orientation;
- gender identity;
- language;
- socio-economic circumstances;
- family background; or
- immigration status.

The Trust will not tolerate discrimination, harassment, victimisation or prejudice in any form.
In accordance with the Equality Act 2010, Human Rights Act 1998 and Keeping Children Safe in Education 2026, safeguarding practice within Kings Academy Trust will be inclusive, child-centred and responsive to individual need.

3.2 Recognising Additional Vulnerability

The Trust recognises that some children face additional barriers to disclosure, identification and protection.
These barriers may:

- make abuse more difficult to identify;
- affect a child's ability or willingness to disclose concerns;
- increase a child's vulnerability to harm;
- lead professionals to misinterpret signs of abuse;
- result in safeguarding concerns being overlooked.

Staff must remain professionally curious and avoid assumptions regarding the cause of a child's presentation, behaviour or needs.
All safeguarding decisions will consider the child's individual circumstances and lived experience.

3.3 Children with Special Educational Needs and Disabilities (SEND)

Children with SEND can face additional safeguarding challenges both online and offline.
Staff must recognise that children with SEND may:

- have communication difficulties;
- struggle to recognise abusive behaviour;
- be more vulnerable to coercion, bullying or exploitation;
- be more likely to experience social isolation;
- be less able to disclose abuse;
- be disproportionately impacted by safeguarding concerns;
- require adapted approaches to communication and support.

Staff must never assume that indicators of abuse, neglect or exploitation are solely related to a child's disability, condition or diagnosis.
Any safeguarding concerns involving a child with SEND will be considered jointly by:

- The Designated Safeguarding Lead (DSL);
- Deputy DSLs;
- Special Educational Needs Coordinator (SENCO);
- relevant professionals and agencies.

The Trust will ensure reasonable adjustments are made to enable children with SEND to access safeguarding support and disclose concerns safely.

3.4 Children with Medical Conditions

Children with medical or physical health conditions may face increased safeguarding risks.
The Trust will:

- ensure appropriate healthcare and support plans are in place;
- work closely with parents, carers and health professionals;
- ensure staff understand any associated safeguarding risks;
- monitor attendance, wellbeing and participation;
- consider whether unmet medical needs could indicate neglect.

Medical vulnerability will always be considered in safeguarding assessments.

3.5 Children with a Social Worker

The Trust recognises that children who currently have, or have previously had, a social worker are statistically more likely to experience educational disadvantage and safeguarding vulnerability.
The Designated Safeguarding Lead will work with school leaders to:

- identify children who have social workers;
- understand barriers and vulnerabilities;
- support educational progress and engagement;
- maintain high aspirations;
- co-ordinate support as required.

This includes children who are:

- Child in Need;
- subject to Child Protection Plans;
- previously supported through statutory intervention.

The Trust will work collaboratively with social workers and partner agencies to safeguard and promote educational outcomes.

3.6 Children in Care and Previously Looked After Children

Kings Academy Trust recognises that children in care and previously looked after children often experience increased vulnerability as a result of:

- trauma;
- attachment difficulties;
- disrupted education;
- adverse childhood experiences;
- emotional and mental health needs.

Each school will have a Designated Teacher for Children in Care who will work closely with:

- The DSL;
- Headteacher;
- Virtual School;
- social workers;
- carers;
- other relevant professionals.

Appropriate educational and safeguarding support will be provided to enable children to thrive.

3.7 Young Carers

Early Identification

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KCSIE 2026 emphasises that early identification of young carers is essential. Schools must be alert to young carers' needs and recognise that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing.

Staff should proactively identify young carers through:

- sensitive questioning during pastoral conversations;
- monitoring attendance and punctuality patterns;
- observing signs of tiredness or stress;
- noting disclosures from the child or family members;
- liaison with external agencies.

A young carer is a child who provides care, assistance or support to a family member due to illness, disability, mental ill health, addiction or other difficulties.

The Trust recognises that young carers may experience:

- emotional stress;
- reduced attendance;
- poor mental health;
- social isolation;
- additional caring responsibilities.

The Trust will:

- identify young carers as early as possible;
- provide suitable support and adjustments;
- work with families and external agencies;
- ensure that caring responsibilities do not adversely impact education or wellbeing.

3.8 Additional Safeguarding Considerations

This section applies to The Kassia Academy only.

As a Pupil Referral Unit, The Kassia Academy recognises that pupils attending alternative provision may face additional safeguarding vulnerabilities and risks.

Understanding Our Cohort

Pupils attending The Kassia Academy may:

- Have been permanently excluded from mainstream schools
- Have experienced trauma, adverse childhood experiences, or disrupted education
- Have social, emotional and mental health (SEMH) needs
- Be at higher risk of exploitation, including child criminal exploitation and child sexual exploitation
- Have experienced or witnessed domestic abuse
- Be more likely to go missing from education
- Have special educational needs and disabilities (SEND)
- Be more vulnerable to peer-on-peer abuse
- Have experienced multiple placement moves
- Have fractured relationships with adults and authority figures
- Be at higher risk of serious violence and gang involvement

Enhanced Safeguarding Approach

Due to the increased vulnerability of our cohort, The Kassia Academy will:

Enhanced Vigilance:

- Maintain heightened awareness of safeguarding indicators
- Recognise that changes in behaviour may indicate safeguarding concerns

- Be alert to signs of exploitation, including child criminal exploitation (CCE) and child sexual exploitation (CSE)
- Monitor attendance patterns closely, as absence may indicate increased risk

Trauma-Informed Practice:

- Understand that many pupils have experienced trauma
- Recognise that challenging behaviour may be a response to trauma or abuse
- Provide staff with trauma-informed training
- Use de-escalation techniques and avoid practices that may re-traumatise pupils
- Build trusting relationships with pupils to enable disclosure

Multi-Agency Working:

- Work closely with social care, youth offending teams, police, CAMHS and other agencies
- Share information appropriately to safeguard pupils
- Attend and contribute to multi-agency meetings (e.g., child protection conferences, child in need meetings, Team Around the Family meetings)
- Maintain strong relationships with mainstream schools and other alternative providers

Transition and Information Sharing:

- Obtain comprehensive safeguarding information when pupils join the PRU
- Ensure DSLs speak directly with DSLs from previous settings
- Request copies of child protection files and other relevant safeguarding information
- Share safeguarding information when pupils move on (with appropriate consent)
- Maintain continuity of support during transitions

Missing from Education:

- Recognise that pupils in alternative provision are at higher risk of going missing from education
- Follow robust procedures when pupils are absent (see Section 12.11)
- Conduct same-day welfare checks for unexplained absences
- Work with parents/carers and other agencies to locate missing pupils
- Report children missing from education to the local authority in line with statutory requirements

Serious Violence and Exploitation:

- Be alert to indicators that pupils may be involved in or at risk of serious violence
- Recognise signs of gang involvement or criminal exploitation
- Understand county lines and other forms of exploitation
- Work with police and other agencies to safeguard at-risk pupils
- Provide education on healthy relationships, consent, and exploitation

Mental Health

- Recognise the high prevalence of mental health needs among our cohort
- Provide appropriate pastoral support and intervention
- Work with CAMHS and other mental health services
- Be alert to self-harm and suicidal ideation
- Have clear procedures for mental health crises (see Section 7.16)
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Substance Misuse:

- Be aware that pupils may be at higher risk of substance misuse
- Recognise signs of substance misuse
- Work with specialist services to support pupils

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- Provide education on the risks of substance misuse

Contextual Safeguarding:

- Understand that safeguarding risks may occur outside the home and school
- Assess risks in the context of pupils' wider environments (peer groups, neighborhoods, online spaces)
- Work with partners to address contextual risks
- Share information about locations or individuals that may pose risks to pupils

Online Safety:

- Recognise that pupils may be at higher risk of online exploitation and harm
- Provide education on online safety, including risks of grooming, sexting, and online bullying
- Monitor online activity where appropriate and proportionate
- Work with parents/carers to promote online safety at home

Staff Training

All staff at The Kassia Academy will receive enhanced safeguarding training that includes:

- Understanding the vulnerabilities of pupils in alternative provision
- Trauma-informed practice
- Recognising signs of exploitation (CCE, CSE, county lines)
- Understanding serious violence and gang involvement
- Mental health awareness
- De-escalation and positive behaviour support
- Contextual safeguarding

Safeguarding in Dual Placement

Where pupils attend The Kassia Academy on a part-time basis and remain on roll at a mainstream school:

- Safeguarding responsibilities will be clearly defined and agreed between settings
- Information will be shared promptly between the PRU and the mainstream school
- Both settings will work together to safeguard the pupil
- The mainstream school retains overall responsibility for the pupil's welfare
- The Kassia Academy will inform the mainstream school immediately of any safeguarding concerns

Reintegration Planning

When pupils are reintegrating to mainstream education or moving on from The Kassia Academy:

- Comprehensive safeguarding information will be shared with the receiving school
- DSLs will speak directly to ensure continuity of support
- Any ongoing safeguarding concerns will be clearly communicated
- Support plans will be shared to ensure the pupil's needs continue to be met

Monitoring and Evaluation

The effectiveness of safeguarding at The Kassia Academy will be monitored through:

- Regular safeguarding audits
- Analysis of safeguarding data (referrals, incidents, patterns)
- Feedback from pupils, parents/carers, and external agencies
- External reviews and inspections

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- Scrutiny by the Trust Board and Local Governing Body

3.9 Children Missing Education and Persistently Absent Children

The Trust recognises that children who are missing education or persistently absent may be at increased risk of:

- neglect;
- exploitation;
- abuse;
- criminal activity;
- sexual exploitation;
- radicalisation;
- county lines involvement;
- forced marriage;
- female genital mutilation.

Attendance concerns will always be considered through a safeguarding lens.
Staff will work proactively with attendance teams, safeguarding staff and external agencies to identify and address risks at the earliest opportunity.

3.10 Children Living in Temporary Accommodation

Children living in temporary accommodation may face additional safeguarding challenges due to:

- housing instability;
- poverty;
- disruption to education;
- emotional distress;
- domestic abuse;
- social isolation.

When informed that a child is living in temporary accommodation, the Trust will:

- record this securely;
- assess any additional vulnerabilities;
- provide appropriate pastoral support;
- monitor attendance and wellbeing;
- work with external agencies where necessary.

3.11 Young People Who Are Lesbian, Gay, Bisexual or Gender Questioning (LGBTQ+)

Kings Academy Trust recognises that children who are, or who are perceived to be, lesbian, gay, bisexual or gender questioning may experience:

- bullying;
- prejudice;
- discrimination;
- social isolation;
- mental health difficulties;
- increased vulnerability to harm.

The Trust will maintain a culture in which all children:

- feel valued;
- feel safe;
- are treated with dignity and respect;
- are able to access trusted adults;
- can report concerns without fear.

Any incidents of bullying, harassment or discrimination based upon sexual orientation or gender identity will be addressed promptly in accordance with Trust policies.
The Trust recognises that LGBTQ+ children can be more likely to experience poor mental health outcomes and will provide access to appropriate support where needed.

3.11A Facilities Usage and Biological Sex

In accordance with KCSIE 2026 and the Equality Act 2010, Kings Academy Trust maintains facilities designated for specific biological sexes to ensure safety, privacy and dignity for all pupils.

Mandatory Requirements:

Children must not enter or use:

- Toilets designated for the opposite biological sex
- Changing rooms designated for the opposite biological sex
- Boarding or residential accommodation designated for the opposite biological sex (where applicable)
- PE classes or sports designated for a specific sex where participation is restricted on grounds of fairness or safety

No exceptions to these requirements are permitted, including when supporting a child's social transition.

Single-Sex Sports:

Schools may lawfully separate children into sports based on biological sex for reasons of safety and fairness. This does not constitute unlawful discrimination under the Equality Act 2010.

Recording Biological Sex:

Schools are legally required to record a child's biological sex accurately wherever sex is recorded in school systems, records or documentation.

Supporting Individual Needs:

Where appropriate, schools will:

- Provide additional private facilities where available and practical
- Make reasonable adjustments to support dignity and wellbeing
- Work sensitively with pupils and families
- Maintain a respectful and inclusive environment for all pupils

Any concerns about these arrangements should be discussed with the Designated Safeguarding Lead or Headteacher.

3.11B Social Transition

Initiating Social Transition:

Schools must not initiate any action regarding a child's social transition. Schools should only respond if a child or their parent/carer specifically requests support for social transition.

Parental Involvement:

Staff must not adopt any changes relating to a child's social transition without a decision involving the child's parents/carers, except in exceptionally rare cases where doing so would pose a demonstrably greater risk to the child's welfare.

Where parental involvement may pose risk, this must be:

- Discussed with the Designated Safeguarding Lead
- Documented with clear safeguarding rationale
- Reviewed regularly
- Subject to appropriate multi-agency oversight where necessary

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Primary School Considerations:

This applies to Moss Valley Primary Academy and The Deans Primary Academy:

Primary schools must exercise particular caution when considering requests for social transition. Support for full social transition in primary settings should be agreed very rarely, given the age and developmental stage of children.

Any request for social transition support in a primary school must:

- Involve detailed discussion with parents/carers
- Include consultation with the Designated Safeguarding Lead
- Consider the child's age, understanding and long-term wellbeing
- Be subject to senior leadership oversight
- Be reviewed regularly

Decision-Making Process:

Where a request for social transition support is made, schools will:

- Listen carefully to the child and their family
- Provide a supportive, non-judgemental environment
- Seek specialist advice where appropriate
- Consider the individual circumstances and needs of the child
- Work collaboratively with parents/carers
- Document decisions and rationale clearly
- Review arrangements regularly

Staff Conduct:

Staff must:

- Respond sensitively and respectfully to all children
- Not make assumptions about a child's gender identity
- Follow school protocols when requests for social transition support are made
- Maintain professional boundaries
- Report any safeguarding concerns to the DSL

Recording:

All discussions, decisions and arrangements relating to social transition must be recorded on CPOMS and reviewed by the Designated Safeguarding Lead.

3.12 Children at Risk of Discrimination

Some children may experience additional vulnerability because of:

- race;
- ethnicity;
- religion or belief;
- culture;
- language barriers;
- immigration status;
- poverty;
- family circumstances.

Staff will remain alert to the impact of:

- racism;
- antisemitism;
- islamophobia;

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- prejudice-based bullying;
- disability discrimination;
- hate incidents.

Such concerns may represent safeguarding issues and should be reported in accordance with safeguarding procedures.

3.13 Mental Health and Emotional Wellbeing

The Trust recognises that mental health difficulties can sometimes be an indicator that a child has suffered, or is at risk of suffering:

- abuse;
- neglect;
- exploitation;
- trauma;
- domestic abuse;
- bullying.

Staff are not expected to diagnose mental health conditions but should be able to identify children whose behaviour suggests they may require support.
Where a mental health concern is also a safeguarding concern, staff must:

- record concerns appropriately;
- report immediately to the DSL;
- follow safeguarding procedures.

3.14 Early Identification and Intervention

Kings Academy Trust is committed to the early identification of vulnerability and need.
All staff will:

- remain vigilant;
- maintain professional curiosity;
- identify emerging concerns;
- seek advice when required;
- support timely intervention.

Safeguarding support will be proportionate to need and may include:

- universal support;
- pastoral intervention;
- targeted early help;
- Family Help arrangements;
- child in need plans;
- child protection interventions.

The Trust believes that early intervention is one of the most effective ways of safeguarding children and improving long-term outcomes.

4. Roles and Responsibilities

4.1 Safeguarding Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility.
All adults working within Kings Academy Trust have a role to play in identifying concerns, sharing information, taking appropriate action and protecting children from harm.
No single professional can have a full picture of a child's circumstances and safeguarding concerns should never be ignored, minimised or assumed to be someone else's responsibility.
The Trust operates a culture in which:

- safeguarding is a strategic priority;
- children's welfare is paramount;
- concerns are reported promptly;
- information is shared appropriately;
- professional curiosity is encouraged;
- all staff understand their safeguarding responsibilities.

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4.2 All Staff
All staff, regardless of role, have a responsibility to safeguard children.
For the purposes of this policy, "staff" includes:

- teachers;
- support staff;
- leadership teams;
- temporary staff;
- agency staff;
- contractors;
- volunteers;
- governors and trustees where appropriate.

All staff will:

- read and understand Part One of Keeping Children Safe in Education 2026 in full;
- undertake safeguarding and child protection training at induction;
- receive regular safeguarding updates throughout the year;
- understand their role in safeguarding children;
- maintain an attitude that "it could happen here";
- report concerns immediately;
- record concerns accurately and factually;
- support children in accordance with safeguarding plans;
- contribute to multi-agency working where required.

All staff will know:

- who the Designated Safeguarding Lead (DSL) is;
- who the Deputy DSLs are;
- how to make a safeguarding referral;
- the local authority referral process;
- how to respond to disclosures;
- how to escalate concerns if they feel action has not been taken.

Staff must never:

- investigate concerns themselves;
- promise confidentiality to a child;
- delay sharing safeguarding concerns;
- assume someone else has acted.

4.3 Specific Responsibilities of All Staff

- abuse and neglect;
- child criminal exploitation (CCE);
- child sexual exploitation (CSE);
- county lines activity;
- child-on-child abuse;
- harmful sexual behaviour;
- domestic abuse;
- serious violence;
- radicalisation;
- online abuse;
- financial exploitation;
- trafficking;
- mental health concerns linked to safeguarding;
- children missing education.

Staff should also recognise that safeguarding concerns rarely present as a single issue and that multiple vulnerabilities may exist simultaneously.

4.4 Designated Safeguarding Lead (DSL)

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Each school within Kings Academy Trust will appoint a senior member of staff to undertake the role of Designated Safeguarding Lead. This will be either the Executive Headteacher, where applicable or the Head teacher/Head of school.
The DSL will:

- take lead responsibility for safeguarding and child protection;
- provide strategic leadership for safeguarding across the school;
- ensure safeguarding policies are implemented effectively;
- support staff with safeguarding concerns;
- manage referrals to children's social care, police and other agencies;
- attend or contribute to multi-agency meetings;
- oversee safeguarding records;
- monitor safeguarding trends and themes;
- provide safeguarding advice and guidance to leaders and governors;
- support staff training and development;
- oversee online safety arrangements;
- understand and oversee filtering and monitoring arrangements.

The DSL will be given:

- sufficient authority;
- protected time;
- funding;
- supervision;
- resources;
- training

To fulfil the role effectively.

The DSL must undertake formal safeguarding training that is updated at least every two years. In addition, the DSL will receive annual safeguarding training to include updates from KCSIE and other statutory guidance, and will maintain knowledge and skills through regular safeguarding updates throughout the year.

4.5 Deputy Designated Safeguarding Leads

Each school will appoint appropriately trained Deputy Designated Safeguarding Leads.
Deputies will:

- be trained to the same standard as the DSL;
- provide safeguarding cover when the DSL is unavailable;
- support the day-to-day management of safeguarding;
- contribute towards safeguarding supervision and oversight;
- undertake delegated safeguarding responsibilities as directed by the DSL.

Whilst tasks may be delegated, ultimate responsibility remains with the Designated Safeguarding Lead.

4.6 Kings Academy Trust Director of Safeguarding and Inclusion

The Director of Safeguarding and Inclusion will provide strategic oversight of safeguarding across Kings Academy Trust.
This role includes:

- supporting DSLs and Deputy DSLs;
- providing professional challenge and support;
- quality assuring safeguarding practice;
- monitoring compliance across the Trust;
- supporting safeguarding audits;
- providing safeguarding supervision;
- supporting schools during complex safeguarding cases;
- ensuring consistency of safeguarding practice across all schools.

The Director of Safeguarding and Inclusion will also provide safeguarding advice when school safeguarding teams are unavailable.

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4.7 Executive Headteachers, Headteachers and Heads of School

Headteachers are responsible for the implementation of safeguarding arrangements within their school.
The Executive Headteacher/Headteacher will ensure that:

- safeguarding remains a whole-school priority;
- policies are implemented consistently;
- staff understand safeguarding responsibilities;
- safeguarding is embedded throughout school culture;
- safeguarding concerns are acted upon appropriately;
- appropriate staffing arrangements are in place;
- safeguarding training is completed;
- safer recruitment procedures are followed;
- allegations against staff are managed appropriately;
- safeguarding issues are reported to governors and trustees.

The Headteacher will work closely with the DSL and Trust safeguarding team to ensure effective safeguarding practice.

4.8 Chief Executive Officer

The Chief Executive Officer retains overall accountability for safeguarding across Kings Academy Trust.
The CEO will:

- ensure statutory safeguarding responsibilities are fulfilled;
- provide strategic leadership;
- receive safeguarding assurance information;
- challenge and support school leaders;
- ensure sufficient safeguarding resources are available;
- oversee safeguarding governance arrangements.

4.9 Governing Boards and Trustees

The Trust Board and Local Governing Bodies are responsible for ensuring that safeguarding arrangements are effective.
Governors and Trustees will:

- ensure compliance with safeguarding legislation;
- ensure safeguarding policies are reviewed annually;
- monitor safeguarding effectiveness;
- provide strategic challenge and oversight;
- ensure safeguarding training is completed;
- ensure safer recruitment arrangements are effective;
- monitor safeguarding risks and trends;
- receive safeguarding reports from leaders.

Additional responsibilities for The Kassia Academy (PRU):

The governing board will ensure that:

- The PRU meets its statutory duties under sections 19 and 19A of the Education Act 1996
- Safeguarding arrangements reflect the heightened vulnerabilities of pupils in alternative provision
- Staff receive appropriate training on safeguarding in alternative provision settings
- The PRU works effectively with local authorities, social care, police, and other agencies
- Dual placement and commissioning arrangements include robust safeguarding protocols
- The PRU contributes to the local authority's duty to provide suitable education for children who cannot attend mainstream school

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Governors and Trustees should not become involved in operational safeguarding matters except where required by policy or legislation.

4.10 Safeguarding Governor

Each governing body will appoint a Safeguarding Governor.
The Safeguarding Governor will:

- support safeguarding oversight;
- meet regularly with safeguarding leaders;
- review safeguarding systems and procedures;
- monitor implementation of safeguarding policies;
- report safeguarding matters to the governing body;
- provide challenge and assurance.

The Safeguarding Governor is not responsible for managing individual safeguarding cases.

4.11 Trust Board Responsibilities for Online Safety

In accordance with KCSIE 2026, safeguarding governance extends to online safety and the effective use of technology.
Trustees and Governors will ensure:

- appropriate filtering systems are in place;
- appropriate monitoring systems are in place;
- filtering and monitoring arrangements are reviewed annually;
- leaders understand online safeguarding risks;
- staff are trained in online safety;
- pupils are protected from harmful online content.

Online safety will be recognised as an integral part of safeguarding and not as a standalone issue.

4.12 Senior Leadership Responsibility for Filtering and Monitoring

The Trust Board will ensure that a named senior leader holds responsibility for filtering and monitoring systems.
This individual will:

- oversee implementation of filtering systems;
- monitor effectiveness;
- liaise with IT providers and school leaders;
- ensure annual reviews are completed;
- report findings to governors and trustees.

The DSL must be actively involved in the oversight and review of filtering and monitoring arrangements.

4.13 Safeguarding Training

Kings Academy Trust will ensure that all staff receive safeguarding training appropriate to their role.
Training will include:

- child protection;
- abuse and neglect;
- online safety;
- child-on-child abuse;
- harmful sexual behaviour;
- exploitation;
- Prevent;
- filtering and monitoring;
- reporting procedures;
- professional curiosity.

Training records will be maintained and monitored.

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4.14 Professional Challenge and Escalation

Kings Academy Trust expects all staff to demonstrate professional curiosity and challenge where concerns remain unresolved.
Where staff believe:

- appropriate action has not been taken;
- a child remains at risk;
- decisions place a child at danger;

they must escalate concerns through:

- the DSL;
- Headteacher;
- Director of Safeguarding and Inclusion;
- safeguarding partnership escalation procedures;
- whistleblowing procedures where appropriate.

A culture of respectful professional challenge is essential to effective safeguarding practice.

4.15 Accountability

Whilst safeguarding responsibilities are shared, accountability operates at different levels:

Role Accountability

All Staff

- Identification, reporting and recording concerns

Headteacher/DSL

- Operational safeguarding leadership. School implementation and effectiveness

Director of Safeguarding & Inclusion

- Trust safeguarding assurance and support

CEO

- Strategic safeguarding accountability

Governors & Trustees

- Governance, scrutiny and assurance

All adults working within Kings Academy Trust must recognise that safeguarding children is a collective responsibility requiring vigilance, accountability and a relentless focus on children's welfare.

5. Information Sharing, Confidentiality and Record Keeping

5.1 Principles of Information Sharing

Effective safeguarding depends upon the timely, accurate and lawful sharing of information.
Kings Academy Trust recognises that safeguarding concerns are often identified through the sharing of information between professionals, agencies, schools, parents and carers.
All staff must understand that:

- safeguarding children is a legitimate reason for sharing information;
- concerns should never be withheld because of uncertainty;
- information sharing is essential to protecting children from harm;
- appropriate information sharing supports early identification and intervention;
- fears about sharing information must never prevent action being taken to safeguard a child.

5.2 Legal Framework for Information Sharing

Information sharing within Kings Academy Trust is undertaken in accordance with:

- Working Together to Safeguard Children 2026;
- Keeping Children Safe in Education 2026;
- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Human Rights Act 1998;
- Information Sharing Advice for Safeguarding Practitioners.

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The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information where doing so is necessary to keep children safe. Staff should be reassured that safeguarding considerations will always take precedence over data protection concerns where a child is at risk of harm.

5.3 When Information Should Be Shared

Information should be shared where it is necessary to:

- protect a child from abuse, neglect or exploitation;
- safeguard the welfare of a child;
- support early intervention and family help arrangements;
- enable statutory safeguarding processes;
- support child protection investigations;
- manage risks to a child or others;
- support multi-agency safeguarding arrangements.

Information should be:

- necessary;
- proportionate;
- relevant;
- adequate;
- accurate;
- timely;
- secure.

Staff should seek advice from the Designated Safeguarding Lead where uncertainty exists.

5.4 Consent

Whilst parental consent should normally be sought when sharing information, there are circumstances where consent is not required.
Consent is not required where:

- seeking consent could place a child at increased risk;
- a child is suffering or likely to suffer significant harm;
- a criminal offence may have occurred;
- a safeguarding investigation may be compromised;
- there is a legal duty to share information.

Decisions regarding consent will be made by the DSL, taking account of safeguarding legislation and statutory guidance.
The welfare of the child will always be the primary consideration.

5.5 Confidentiality

All staff must maintain an appropriate level of confidentiality.
However, staff must never:

- promise confidentiality to a child;
- agree to keep safeguarding concerns secret;
- withhold safeguarding information from appropriate professionals.

Where a child discloses abuse or neglect, staff should explain:
"I cannot promise to keep this a secret because I may need to share this information with people who can help keep you safe."
Only those professionals who need information to protect a child should have access to safeguarding information.
The purpose of confidentiality in safeguarding is to protect and promote the welfare of children, not to prevent information sharing.

5.6 Child Protection Records

Kings Academy Trust will maintain comprehensive child protection and safeguarding records

5.7 Recording Safeguarding Concerns

All safeguarding concerns must be recorded on CPOMS as soon as possible and on the same day wherever practicable.

Records should:

- be written clearly;
- use the child's own words where relevant;
- distinguish fact from opinion;
- avoid assumptions or speculation;
- identify appropriate dates and times;
- include names of those involved;
- record actions taken and outcomes.

Staff must record:

- what was seen;
- what was heard;
- what was disclosed;
- what action was taken.

Safeguarding concerns must be reported through the Trust's agreed safeguarding reporting systems which is CPOMS.

5.8 Use of CPOMS

Kings Academy Trust uses CPOMS as the primary safeguarding recording and monitoring system.

All safeguarding concerns, welfare concerns and child protection matters must be recorded on CPOMS in accordance with Trust procedures.

CPOMS records will:

- support safeguarding oversight;
- facilitate effective communication;
- support safeguarding supervision;
- enable chronological analysis;
- identify patterns and themes.

The Designated Safeguarding Lead is responsible for ensuring records remain current and appropriate.

5.9 Storage of Safeguarding Records

Safeguarding records are separate from educational records.

The Trust will ensure:

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- safeguarding files are stored securely;
- access is restricted;
- electronic systems are appropriately protected;
- information is only accessible to authorised staff;
- records are handled in accordance with legislation.

Access will usually be limited to:

- DSLs;
- Deputy DSLs;
- Headteachers;
- relevant safeguarding professionals.

Any access to safeguarding records will be proportionate and based upon need.

5.10 Transfer of Child Protection Files

When a child transfers to another school or educational setting:

- safeguarding records will be transferred securely;
- records will be transferred separately from the main pupil file;
- confirmation of receipt will be obtained;
- transfer will take place as quickly as possible.

For in-year transfers, records should normally be transferred within five working days.

The receiving setting should be made aware of significant safeguarding concerns prior to transfer where appropriate.

The Designated Safeguarding Lead will oversee all safeguarding file transfers.

5.11 Retention of Child Protection Records

Child protection records will be retained in accordance with national safeguarding and records management guidance.

Records will normally be retained until the child's 25th birthday.

Any retained records will remain subject to confidentiality and data protection requirements.

5.12 Multi-Agency Information Sharing

Kings Academy Trust is committed to effective multi-agency working.

The DSL and safeguarding team will share information with:

- Children's Social Care;

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- Family Help services;
- Police;
- Health partners;
- Safeguarding Partnerships;
- Virtual Schools;
- Alternative Providers;
- other educational settings;
- relevant safeguarding agencies.

Information shared will support:

- safeguarding assessments;
- child protection planning;
- risk management;
- early intervention;
- educational outcomes.

5.13 Professional Discussions and Decisions

Where safeguarding concerns arise, professional discussions should be recorded.

Records should include:

- concerns identified;
- professionals consulted;
- actions agreed;
- rationale for decisions;
- outcomes.

This applies whether a referral is made or not.

The rationale behind safeguarding decisions is particularly important and must always be recorded.

5.14 Children Subject to Child Protection Plans

The Trust will maintain additional oversight of children who are:

- subject to Child Protection Plans;
- Children in Need;
- Looked After Children;
- previously looked after;
- known to social care.

Schools will:

- monitor attendance;
- monitor wellbeing;

- contribute to statutory meetings;
- provide reports;
- share relevant information;
- implement agreed actions.

Safeguarding records relating to statutory involvement must be maintained and updated regularly.

5.15 Safeguarding Supervision and Quality Assurance

Kings Academy Trust operates safeguarding supervision and quality assurance processes to ensure safeguarding records and actions remain effective.

This includes:

- weekly safeguarding meetings;
- safeguarding supervision;
- safeguarding audits;
- case file sampling;
- thematic reviews;
- governance oversight.

These processes support:

- effective decision making;
- professional reflection;
- accountability;
- continuous improvement.

5.16 Escalation and Professional Challenge

Where practitioners believe a safeguarding concern has not been appropriately addressed, they must challenge professionally and escalate concerns.

Staff must:

- speak with the DSL;
- consult senior leaders where necessary;
- utilise local safeguarding partnership escalation procedures;
- follow Trust whistleblowing arrangements if required.

Professional challenge is a vital safeguarding responsibility and supports the protection of children.

5.17 Information Sharing in Cases of Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Information relating to child-on-child abuse, harmful sexual behaviour, sexual violence and sexual harassment will be managed carefully and sensitively.

The DSL will:

- consider the wishes of the child;
- balance confidentiality with safeguarding duties;
- determine who needs to know;
- manage information sharing appropriately;
- ensure records are accurate and secure.

The anonymity, dignity and welfare of all children involved will be carefully considered throughout the process.

5.18 Record Keeping Expectations for All Staff

All staff are expected to understand that:

- if it is not recorded, it cannot be evidenced;
- safeguarding records may become part of statutory investigations;
- clear records support better outcomes for children;
- concerns should never be retained solely within personal notebooks or memory.

Safeguarding recording is an essential safeguarding responsibility and forms a key part of the Trust's safeguarding culture.

6. Early Help, Family Help and Child Protection Procedures

6.1 Introduction

Kings Academy Trust recognises that safeguarding is most effective when concerns are identified and addressed at the earliest opportunity.

Many children and families can be supported successfully through early intervention before concerns escalate to statutory child protection thresholds.

All staff have a responsibility to identify emerging concerns, provide appropriate support and act promptly where a child may be at risk of harm.

The Trust will adopt a child-centred approach and ensure that safeguarding responses are proportionate, timely and focused on improving outcomes for children.

6.2 Early Identification of Need

All staff should be alert to indicators that a child may benefit from additional help or support.

These indicators may include:

- poor attendance or punctuality;
- unexplained changes in behaviour;

- emotional or mental health concerns;
- emerging safeguarding concerns;
- family difficulties;
- bereavement;
- domestic abuse;
- substance misuse within the family;
- housing instability;
- poverty;
- parental conflict;
- caring responsibilities;
- unmet SEND needs;
- risk of exploitation;
- poor educational engagement.

Concerns should be discussed with the Designated Safeguarding Lead as soon as they arise.

Early identification enables support to be provided before concerns escalate.

6.3 Early Help and Family Help

In accordance with Working Together to Safeguard Children 2026, Kings Academy Trust is committed to supporting children and families through Early Help and Family Help arrangements.

Early Help refers to support provided as soon as a problem emerges at any point in a child's life.

Family Help may involve:

- support within school;
- targeted pastoral intervention;
- family support services;
- health services;
- local authority services;
- voluntary sector partners;
- multi-agency planning.

The aim is to improve outcomes, strengthen family resilience and reduce escalation of need.

6.4 Staff Responsibilities for Early Help

Any member of staff may identify a child who could benefit from Early Help.

Where concerns arise, staff should:

- discuss concerns with the DSL;
- record concerns appropriately;
- contribute to assessments where requested;
- support agreed intervention plans;

- monitor progress and outcomes.

Staff should never assume that concerns are too minor to report.

A pattern of low-level concerns may indicate a more significant safeguarding issue.

6.5 Understanding Safeguarding Thresholds

When concerns are raised, the DSL and the wider safeguarding team will consider the most appropriate response based upon the child's needs and level of risk.

Responses may include:

Universal Support

Support provided through normal school systems and pastoral provision.

Early Help or Family Help

Additional support where concerns require coordinated intervention but statutory thresholds are not met.

Child in Need

Referral to Children's Social Care where a child requires additional services to achieve or maintain a reasonable standard of health or development.

Child Protection

Referral to Children's Social Care where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Threshold decisions will always focus on the child's lived experience and level of risk.

6.6 Reporting Safeguarding Concerns

All staff must report safeguarding concerns immediately.

This includes concerns arising from:

- observations;
- disclosures;
- behaviour;
- attendance concerns;
- online activity;
- information received from another person;
- professional discussions.

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Where there is any doubt, staff should always report concerns.

The Trust adopts the principle:

If in doubt, report it.

Safeguarding concerns must never be ignored, delayed or investigated by staff.

6.7 Responding to a Disclosure

Where a child makes a disclosure, staff should:

Do

- remain calm;
- listen carefully;
- take the child seriously;
- reassure the child that they have done the right thing;
- clarify only where absolutely necessary;
- explain that information may need to be shared;
- record the disclosure promptly;
- report immediately to the DSL.

Do Not

- ask leading questions;
- investigate;
- interrupt repeatedly;
- make promises of confidentiality;
- express shock or disbelief;
- confront the alleged perpetrator.

The child's words should be recorded as accurately as possible.

6.8 Action by the Designated Safeguarding Lead

Upon receiving a safeguarding concern, the DSL will:

- review available information;
- consider previous concerns and history;
- speak with relevant staff where appropriate;
- assess immediate risk;
- determine whether additional information is required;
- identify the appropriate level of intervention.

The DSL will decide whether:

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- no further action is required;
- support should be provided within school;
- an Early Help response is appropriate;
- a Family Help referral is required;
- Children's Social Care should be contacted;
- a Child Protection referral should be made;
- Police involvement is necessary.

All decisions and rationale must be recorded.

6.9 Immediate Risk of Harm

Where a child is in immediate danger or requires urgent protection:

- staff must act immediately;
- emergency services should be contacted where necessary;
- Children's Social Care should be informed without delay;
- the DSL should be notified as soon as possible.

Immediate risk situations may include:

- immediate threats to safety;
- serious assault;
- significant injury;
- serious neglect;
- sexual assault;
- immediate risk of exploitation;
- credible suicide risk requiring urgent intervention.

The safety of the child remains paramount.

6.10 Referrals to Children's Social Care

The DSL will make referrals to Children's Social Care where:

- a child may be suffering significant harm;
- a child is likely to suffer significant harm;
- a Child in Need assessment is required;
- statutory intervention is necessary.

Referrals should include:

- details of concerns;
- actions already taken;
- known family circumstances;
- relevant safeguarding history;
- the views and wishes of the child where known.

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The outcome of referrals will be recorded and reviewed.

6.11 Escalation of Safeguarding Concerns

If any member of staff believes:

- a referral should have been made;
- a referral was not acted upon appropriately;
- a child remains at risk;

they must escalate concerns.

Staff should:

1. Speak with the DSL.
2. Speak with the Executive Headteacher, Headteacher or Head of school if concerns remain.
3. Contact Children's Social Care directly if necessary.
4. Follow local safeguarding partnership escalation procedures.

Anyone can make a referral to Children's Social Care if they believe a child is at risk.

However, staff should inform the DSL wherever possible.

6.12 Children Subject to Child Protection Plans

Where a child is subject to a Child Protection Plan, the school will:

- work closely with Children's Social Care;
- attend Child Protection Conferences;
- attend Core Group meetings;
- provide reports when requested;
- contribute to planning and review processes;
- monitor attendance, wellbeing and progress;
- ensure agreed actions are completed.

The DSL will oversee implementation of safeguarding arrangements.

6.13 Children in Need

Where a child is supported under a Child in Need Plan, the Trust will:

- participate fully in planning arrangements;
- contribute to reviews;
- provide relevant information;
- monitor educational outcomes;
- support attendance and wellbeing.

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Schools play a vital role in helping children achieve positive outcomes through coordinated multi-agency working.

6.14 Multi-Agency Working

Kings Academy Trust recognises that safeguarding requires effective collaboration.

The Trust will work constructively with:

- Children's Social Care;
- Family Help services;
- Police;
- Health professionals;
- Safeguarding Partners;
- Virtual Schools;
- Alternative Providers;
- Youth Justice Services;
- voluntary organisations.

Staff will contribute to safeguarding processes in a timely and professional manner.

6.15 Children Missing Education

Children missing education are recognised as being at increased risk of:

- abuse;
- neglect;
- exploitation;
- child criminal exploitation;
- child sexual exploitation;
- forced marriage;
- radicalisation.

The Trust will follow statutory Children Missing Education procedures and notify the Local Authority where required.

All unexplained pupil movement will be considered as a potential safeguarding concern until established otherwise.

6.16 Attendance as a Safeguarding Issue

Kings Academy Trust recognises that attendance concerns are often indicators of wider safeguarding issues.

Where concerns arise, the Trust will consider whether absence may be linked to:

- abuse or neglect;

- exploitation;
- mental health needs;
- family difficulties;
- domestic abuse;
- online harm;
- criminal activity.

Attendance concerns will be managed through both educational and safeguarding processes.

6.17 Professional Curiosity

All staff must maintain professional curiosity when concerns arise.

This means staff should:

- respectfully question;
- explore inconsistencies;
- seek clarification;
- consider the child's lived experience;
- avoid assumptions.

Professional curiosity is essential in identifying hidden harm and ensuring children receive timely support.

6.18 Recording and Monitoring

All safeguarding concerns, decisions and actions must be:

- recorded promptly;
- stored securely;
- monitored by safeguarding leaders;
- reviewed regularly.

The Trust uses CPOMS to support safeguarding recording, oversight and quality assurance.

A clear chronology of concerns and actions must be maintained for all children where safeguarding concerns exist.

6.19 The Child's Voice

The wishes, feelings and lived experiences of children must be central to safeguarding practice.

Where appropriate, safeguarding records should demonstrate:

- what the child has said;
- how the child feels;
- what support the child wants;

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- how their views have informed decision making.

Whilst safeguarding decisions may not always align with a child's wishes, their voice must always be heard and considered.

6.20 Key Principle

No concern is too small to report.

All safeguarding action within Kings Academy Trust is underpinned by a simple principle:

Safeguarding is everyone's responsibility, and the welfare of the child is paramount.

7. Recognising Abuse, Neglect and Exploitation

7.1 Overview

Kings Academy Trust recognises that abuse, neglect and exploitation can have a profound and lasting impact on a child's health, wellbeing, development and educational outcomes.

All staff should be alert to signs that a child may be:

- suffering harm;
- at risk of harm;
- vulnerable to exploitation;
- in need of additional support;
- experiencing abuse within or beyond the family home.

Abuse and neglect may occur:

- in person;
- online;
- within the home;
- within the community;
- through peer relationships;
- through organised criminal or exploitative networks.

Staff should understand that children may not always be ready or able to disclose abuse and that safeguarding concerns often present through behaviour, attendance, emotional wellbeing or changes in presentation rather than through direct disclosure.

7.2 Recognising Possible Indicators of Harm

Indicators of abuse do not necessarily prove that abuse has occurred. However, they may suggest a need for further consideration and assessment.

Staff should be particularly alert to:

Physical Indicators

- unexplained injuries;
- recurring injuries;
- injuries inconsistent with explanation;
- untreated medical needs;
- poor personal hygiene;
- persistent hunger;
- inappropriate clothing;
- signs of self-harm;
- frequent accidents.

Behavioural Indicators

- sudden changes in behaviour;
- aggression;
- withdrawal;
- anxiety;
- low mood;
- risk-taking behaviour;
- excessive compliance;
- fearfulness;
- poor attendance;
- running away;
- reluctance to go home.

Educational Indicators

- decline in progress;
- disengagement from learning;
- persistent absence;
- loss of concentration;
- fatigue;
- repeated lateness.

Staff should view indicators holistically and consider the wider context of the child's life.

7.3 Physical Abuse

Physical abuse may involve deliberately causing physical harm to a child.

Indicators may include:

- unexplained bruises;
- burns or scalds;
- bite marks;
- fractures;

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- injuries in unusual locations;
- injuries at different stages of healing;
- inconsistent explanations;
- reluctance to discuss injuries.

Physical abuse may also involve:

- fabricated or induced illness;
- inappropriate restraint;
- violence within the home.

Staff should seek advice from the DSL if physical abuse is suspected.

7.4 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child causing severe and adverse effects on emotional development.

It may include:

- humiliation;
- intimidation;
- rejection;
- scapegoating;
- bullying;
- coercion;
- controlling behaviour;
- exposure to domestic abuse;
- unreasonable expectations.

Possible indicators include:

- low self-esteem;
- social withdrawal;
- anxiety;
- self-harm;
- developmental delay;
- attachment difficulties;
- excessive attention-seeking;
- fear of making mistakes.

Emotional abuse can be difficult to identify and frequently co-exists with other forms of abuse.

7.5 Sexual Abuse

Sexual abuse involves forcing, coercing or enticing a child to participate in sexual activities.

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This may include:

- physical sexual assault;
- rape;
- sexual touching;
- exploitation;
- grooming;
- online abuse;
- non-contact abuse;
- coercing children to create sexual imagery;
- exposure to sexual content.

Potential indicators may include:

- age-inappropriate sexualised behaviour;
- sudden behavioural change;
- unexplained gifts or money;
- sexually transmitted infections;
- self-harm;
- anxiety;
- avoidance of specific individuals;
- distress linked to technology use.

Sexual abuse can occur both online and offline and may be perpetrated by adults or by other children.

7.6 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.

Neglect may involve:

- inadequate supervision;
- insufficient food;
- poor hygiene;
- inadequate healthcare;
- unsuitable living conditions;
- failure to access education;
- unmet emotional needs.

Indicators may include:

- persistent hunger;
- poor appearance;
- untreated medical concerns;
- tiredness;
- developmental delay;
- poor attendance;

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- low self-esteem.

Neglect is often cumulative and may have a significant long-term impact upon a child's development.

7.7 Contextual Safeguarding

Kings Academy Trust recognises that children can experience significant harm outside their family environment.

Contextual safeguarding refers to safeguarding risks that occur within:

- peer groups;
- educational settings;
- public spaces;
- neighbourhoods;
- transport networks;
- online environments.

When assessing risk, safeguarding leaders will consider:

- where harm is occurring;
- who is involved;
- environmental factors;
- peer influences;
- community risks.

Responses will address both the child and the context in which harm is taking place.

7.8 Extra-Familial Harm

Extra-familial harm describes abuse and exploitation occurring beyond the family home.

This may include:

- child sexual exploitation;
- child criminal exploitation;
- county lines involvement;
- serious violence;
- harmful sexual behaviour;
- online exploitation;
- trafficking;
- peer abuse.

The Trust recognises that many children experience overlapping forms of extra-familial harm and that risks often evolve rapidly.

7.9 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where a child is manipulated, coerced or deceived into criminal activity for the benefit of another individual or group.

Indicators may include:

- unexplained money;
- expensive items;
- missing episodes;
- association with older individuals;
- increased secrecy;
- possession of multiple phones;
- drug-related activity;
- involvement in violence;
- school disengagement.

Children involved in exploitation should be viewed as victims first and foremost.

7.10 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse.

It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

Indicators may include:

- unexplained gifts;
- older associates;
- staying out overnight;
- repeated missing episodes;
- substance misuse;
- attendance concerns;
- secretive online activity;
- emotional distress.

Children may not recognise that they are being exploited.

7.11 County Lines

County lines is a form of criminal exploitation involving the transportation and sale of drugs through dedicated mobile phone lines.

Children involved may experience:

- violence;
- coercion;
- intimidation;

- debt bondage;
- sexual exploitation.

Indicators include:

- unexplained travel;
- possession of multiple phones;
- missing periods;
- carrying weapons;
- unexplained money;
- sudden behavioural changes.

7.12 Serious Violence

Staff should be aware that involvement in serious violence can place children at significant risk.

Weapon-Related Concerns

Staff must report any concerns about a child:
- carrying a weapon;
- using a weapon;
- expressing intent to carry or use a weapon;
- being coerced into carrying weapons for others.

All such concerns must be reported immediately to the DSL or deputy DSL.

Children at Higher Risk

Risks are significantly higher for children with:
- disrupted education (including suspensions, permanent exclusions, or time in alternative provision);
- a history of offending;
- involvement in gangs or criminal exploitation;
- exposure to domestic abuse or community violence.

Warning Signs

Warning signs may include:

- increased aggression or violent behaviour;
- unexplained injuries;
- carrying weapons or discussing weapons;
- gang association or affiliation;
- repeated exclusions or suspensions;
- substance misuse;
- unexplained absences;
- sudden access to money or expensive items;
- fearfulness or anxiety about specific locations or individuals.

Early Intervention

The Trust is committed to providing early, evidence-based support for children considered at risk of involvement in serious violence. This may include:

- targeted mentoring programmes;

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- therapeutic support;
- family intervention;
- multi-agency support plans;
- engagement with specialist services.

These indicators should prompt immediate safeguarding consideration and referral to the DSL.
Additional considerations for The Kassia Academy:

Pupils attending the PRU are at significantly higher risk of involvement in serious violence due to:

- Previous exclusions and disrupted education
- Higher rates of exposure to community violence
- Increased vulnerability to gang involvement and exploitation
- Social, emotional and mental health needs

Staff at The Kassia Academy will receive enhanced training on recognising and responding to serious violence indicators, and will work closely with police, youth offending teams, and other agencies to safeguard pupils.

7.13 Child-on-Child Abuse

Kings Academy Trust recognises that children are capable of abusing other children.

Child-on-child abuse will never be tolerated, dismissed as banter, accepted as part of growing up or viewed as an inevitable feature of childhood.

Child-on-child abuse may include:

- bullying;
- cyberbullying;
- prejudice-based abuse;
- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- initiation or hasing behaviours;
- image-based abuse.

All incidents will be taken seriously and responded to through safeguarding procedures.

7.14 Harmful Sexual Behaviour (HSB)

Children's sexual behaviours exist on a continuum from developmentally appropriate behaviour to harmful sexual behaviour.

Harmful sexual behaviour may include:

- coercive behaviour;
- sexualised bullying;
- unwanted sexual touching;
- sexual assault;

- sexual violence;
- persistent inappropriate sexual behaviours.

Staff must not dismiss harmful sexual behaviour as experimentation or curiosity where concerns exist.

All incidents must be referred to the DSL.

7.15 Domestic Abuse

Domestic abuse can have a serious impact on children even when they are not the direct victim.

Children may:

- witness incidents;
- hear abuse occurring;
- experience coercive control;
- suffer emotional harm.

Indicators may include:

- anxiety;
- withdrawal;
- poor concentration;
- aggressive behaviour;
- attendance issues.

Children who live in households where domestic abuse occurs should be regarded as victims in their own right.

7.16 Mental Health and Safeguarding

Mental health concerns can be an indicator that a child has experienced abuse, neglect, trauma or exploitation.

Staff should be alert to mental health problems that may develop into safeguarding concerns, including:

- self-harm;
- suicidal ideation and risk of suicide;
- persistent anxiety;
- low mood and depression;
- eating difficulties;
- emotional dysregulation;
- post-traumatic stress;
- substance misuse.

Warning Signs

Staff should be aware of potential warning signs including:

- sudden changes in behaviour or mood;

- withdrawal from friends and activities;
- expressions of hopelessness or worthlessness;
- talking about self-harm or suicide;
- giving away possessions;
- changes in eating or sleeping patterns;
- declining academic performance;
- increased risk-taking behaviour.

Immediate Action

If staff feel that a child is in immediate danger due to mental health concerns, they should:

- Never leave the child alone;
- Call 999 immediately if there is an immediate risk to life;
- Take the child to A&E if they have seriously self-harmed or are at immediate risk;
- Inform the DSL immediately;
- Contact parents/carers unless doing so would place the child at greater risk;
- Record all actions taken.

Whilst mental health concerns are not safeguarding concerns in themselves, they should always be considered within the wider safeguarding context and reported to the DSL.

7.17 The Importance of Professional Curiosity

Abuse, neglect and exploitation are not always immediately visible.

Staff should:

- remain professionally curious;
- explore inconsistencies;
- ask appropriate questions;
- seek advice;
- record observations;
- challenge assumptions.

Staff should never ignore concerns because they appear minor in isolation.

7.18 Key Safeguarding Principle

Staff should remember that:

Children rarely disclose abuse in a clear, complete and immediate way.

Safeguarding concerns often emerge through patterns, behaviour, attendance, presentation, disclosures from others or professional observation. Every concern should be taken seriously, recorded promptly and reported to the Designated Safeguarding Lead.

8. Specific Safeguarding Issues

8.1 Introduction

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Keeping Children Safe in Education 2026 identifies a range of specific safeguarding issues that schools and colleges must understand and respond to appropriately.

Kings Academy Trust recognises that safeguarding concerns rarely occur in isolation. Children may be exposed to multiple and overlapping risks simultaneously, both online and offline.

All staff should be aware of the indicators, vulnerabilities and reporting procedures associated with the safeguarding issues outlined within this section.

8.2 Online Safety

Online safety is a safeguarding issue and forms an integral part of the Trust's whole-school safeguarding approach.

Children access technology daily through:

- mobile phones;
- tablets;
- gaming platforms;
- social media;
- messaging applications;
- artificial intelligence technologies;
- internet-enabled devices.

Whilst technology provides significant educational opportunities, it can also expose children to safeguarding risks.

Risks may be categorised under four areas:

Content

Exposure to harmful, illegal or inappropriate material.

Contact

Harmful interactions with adults or peers.

Conduct

Online behaviour that may place children or others at risk.

Commerce

Risks associated with gambling, scams, fraud or financial exploitation.

All schools within Kings Academy Trust will maintain effective filtering and monitoring systems in line with KCSIE 2026 and Department for Education standards.

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8.3 Artificial Intelligence (AI) and Emerging Technologies

The Trust recognises that advances in artificial intelligence create new safeguarding opportunities and risks.

Potential safeguarding concerns may include:

- AI-generated abuse images;
- deepfake content;
- impersonation;
- online grooming;
- misinformation;
- image manipulation;
- cyberbullying;
- coercion and exploitation.

Staff should remain alert to the misuse of AI technologies and report concerns through safeguarding procedures.

Online safety education will help pupils understand both the benefits and risks associated with emerging technologies.

From September 2026, all staff will receive updated training on the safeguarding risks associated with artificial intelligence technologies as part of their annual safeguarding update. This will include:

- recognition of AI-generated abuse imagery;
- understanding deepfake technology and its misuse;
- identifying AI-facilitated grooming and exploitation;
- reporting procedures for AI-related safeguarding concerns.

The Trust recognises that AI technology evolves rapidly, and safeguarding education for both staff and pupils will be reviewed regularly to reflect emerging risks.

8.4 Cyberbullying

Cyberbullying refers to bullying behaviour carried out through technology.

Examples include:

- abusive messages;
- online harassment;
- exclusion from online groups;
- sharing images without consent;
- impersonation;
- spreading rumours online.

Cyberbullying can have significant emotional and psychological consequences and will be dealt with in accordance with safeguarding and behaviour procedures.

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Where cyberbullying presents a risk of significant harm, safeguarding procedures will apply.

8.5 Child-on-Child Abuse

Kings Academy Trust recognises that children can abuse other children.

Child-on-child abuse will never be:

- dismissed as banter;
- viewed as part of growing up;
- tolerated as harmless behaviour;
- minimised because of the age of those involved.

Child-on-child abuse may include:

- bullying;
- prejudice-based abuse;
- physical abuse;
- sexual violence;
- sexual harassment;
- online abuse;
- harmful sexual behaviour;
- image-based abuse;
- initiation or hasing activities.

All incidents will be taken seriously and addressed through safeguarding procedures.

8.6 Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur:

- between children of any age;
- online or offline;
- individually or within groups.

Sexual harassment may include:

- sexual comments;
- sexualised language;
- unwanted sexual behaviour;
- online harassment;
- sharing of sexual content.

Sexual violence may include:

- rape;
- assault by penetration;

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- sexual assault.

All reports will be taken seriously.

The Trust will ensure:

- victims are supported and protected;
- alleged perpetrators are appropriately managed;
- risk assessments are completed;
- education continues safely for all parties.

The wishes of victims will be considered carefully but will not override safeguarding duties.

8.7 Harmful Sexual Behaviour

Children's sexual behaviour exists on a spectrum.

Whilst some behaviour may be age-appropriate, harmful sexual behaviour can indicate:

- abuse;
- trauma;
- unmet needs;
- safeguarding concerns.

Harmful sexual behaviour may include:

- coercion;
- unwanted sexual touching;
- sexualised bullying;
- sexual intimidation;
- sexually harmful online behaviour.

The Trust will seek specialist advice where appropriate and ensure safeguarding responses remain proportionate and child-centred.

8.8 Making or Sharing Nudes and Semi-Nudes Includes AI-generated/deepfake images

The making or sharing of nudes or semi-nudes includes images that have been:

- digitally altered or manipulated;
- wholly generated by artificial intelligence (AI);
- created using deepfake technology;
- shared without consent regardless of how they were created.

All incidents involving the making or sharing of nudes or semi-nudes mandate a safeguarding response, regardless of whether the images are authentic photographs or AI-generated content.

The sharing of nude or semi-nude images can cause significant harm.

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This includes content shared through:

- mobile phones;
- social media;
- messaging applications;
- online forums.

All incidents will be managed in accordance with:

- Keeping Children Safe in Education 2026;
- UK Council for Internet Safety guidance;
- local safeguarding procedures.

The Trust will consider:

- safeguarding risks;
- coercion;
- exploitation;
- age and understanding;
- vulnerability factors.

Children involved will receive appropriate support and education.

8.9 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to exploit a child for criminal purposes.

This may involve:

- transporting drugs;
- storing weapons;
- theft;
- violence;
- financial exploitation.

Indicators may include:

- missing episodes;
- unexplained money;
- multiple mobile phones;
- gang association;
- increased secrecy;
- unexplained travel.

Children involved in criminal exploitation should be viewed as victims of abuse.

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8.10 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse.

It occurs when a child is manipulated, deceived or coerced into sexual activity in exchange for:

- gifts;
- affection;
- status;
- money;
- alcohol;
- drugs;
- perceived relationships.

Children may not recognise they are being exploited.

All concerns must be reported to the DSL immediately.

8.11 County Lines

County lines is a form of criminal exploitation involving organised drug distribution networks.

Children may be:

- recruited;
- transported;
- threatened;
- assaulted;
- exploited.

Warning signs may include:

- missing from home;
- unexplained travel;
- sudden access to money;
- gang affiliation;
- increased secrecy;
- possession of multiple phones.

County lines activity is a safeguarding concern and requires immediate intervention.

8.12 Serious Violence

Staff should be aware of factors that may indicate involvement in serious violence.

These can include:

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- association with gangs;
- carrying weapons;
- repeated injuries;
- criminal behaviour;
- exclusion from school;
- substance misuse.

The Trust will work with safeguarding partners to manage identified risks.

Additional considerations for The Kassia Academy:

Pupils in alternative provision are at heightened risk of child criminal exploitation, including:

- County lines drug trafficking
- Gang-related activity
- Exploitation for theft, robbery, or other crimes
- Being used to store weapons or drugs

The Kassia Academy will work closely with police, social care, and youth offending teams to identify and safeguard pupils at risk of criminal exploitation.

8.13 Domestic Abuse

Domestic abuse can have a serious impact on children even when they are not the direct victim. Children may:

- witness incidents;
- hear abuse occurring;
- experience coercive control;
- suffer emotional harm.

Indicators may include:

- anxiety;
- withdrawal;
- poor concentration;
- aggressive behaviour;
- attendance issues.

Children who live in households where domestic abuse occurs should be regarded as victims in their own right.

Operation Encompass

Operation Encompass is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. It operates in the majority of police forces across England.

How Operation Encompass works:

When police are called to an incident of domestic abuse where children are present in the household, the police will inform the Designated Safeguarding Lead before the child arrives at school the following day.

This enables the school to:

- have up-to-date relevant information about the child's circumstances;
- provide appropriate support to the child according to their needs;
- monitor the child's wellbeing sensitively.

Our response:

When we receive an Operation Encompass notification, our DSL will:

- record the information confidentially in line with our record-keeping procedures on CPOMS;
- consider what support the child may need (this might include a quiet space to talk, check-ins during the day, or adjustments to expectations);
- liaise with external agencies where appropriate;
- monitor the child's wellbeing on an ongoing basis.

We recognise that children who witness or experience domestic abuse may be traumatised and that this can affect their behaviour, attendance and learning. We will respond with sensitivity and understanding.

Police forces not participating in Operation Encompass will have their own arrangements in place for sharing information with schools about domestic abuse incidents involving children.

Domestic abuse may involve:

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

Children who see, hear or experience the effects of domestic abuse are victims in their own right.

The Trust will support affected children and work with relevant agencies to ensure appropriate intervention.

8.14 So-Called Honour-Based Abuse (HBA)

Honour-Based Abuse encompasses incidents committed to protect or defend perceived family, cultural or community honour.

This may include:

- forced marriage;
- female genital mutilation;
- abuse linked to family reputation;
- violence and coercion.

Honour-Based Abuse is a safeguarding concern and a violation of human rights.

Concerns must be referred immediately to the DSL.

8.15 Forced Marriage

A forced marriage occurs when one or both parties are married without freely giving consent.

Force may be:

- physical;
- psychological;
- emotional;
- financial.

Staff must understand that:

- forced marriage differs from arranged marriage;
- children may not openly disclose concerns;
- immediate action may be required to protect a child.

Where forced marriage is suspected, staff must seek advice immediately from the DSL.

Parents or family members should not be contacted prior to safeguarding consultation.

8.16 Female Genital Mutilation (FGM)

Female Genital Mutilation comprises procedures involving the partial or total removal of external female genitalia for non-medical reasons.

FGM is:

- illegal in the United Kingdom;
- a form of child abuse;
- a serious safeguarding issue.

Indicators may include:

- extended visits abroad;
- discussions regarding special ceremonies;
- prolonged absence;
- difficulties walking or sitting;
- disclosures from the child.

Teachers have a legal duty to report known cases of FGM involving girls under 18 directly to the police.

This duty is in addition to normal safeguarding procedures.

8.17 Radicalisation and Extremism

Radicalisation refers to the process through which an individual comes to support extremist ideologies or terrorism.

Extremism can take many forms and may be linked to:

- political ideology;

- religious ideology;
- single-issue causes;
- mixed or unclear ideologies.

Potential indicators may include:

- significant behavioural changes;
- fixation on extremist views;
- isolation;
- accessing extremist materials;
- concerning online activity.

Staff should remain alert to risks whilst avoiding assumptions and stereotyping.

8.18 The Prevent Duty

Under the Counter-Terrorism and Security Act 2015, schools have a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

Kings Academy Trust will:

- provide Prevent training;
- identify concerns early;
- promote critical thinking;
- challenge extremist narratives;
- make referrals where appropriate.

Prevent forms part of the Trust's wider safeguarding responsibilities.

8.19 Channel Programme

Channel is a voluntary, multi-agency programme that provides support to individuals vulnerable to radicalisation.

Where concerns exist, the DSL may:

- seek advice from Prevent professionals;
- participate in Channel processes;
- contribute information;
- support intervention plans.

Safeguarding principles will remain central throughout.

8.20 Modern Slavery and Human Trafficking

Children may be trafficked for:

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- sexual exploitation;
- criminal exploitation;
- domestic servitude;
- labour exploitation.

Indicators may include:

- unexplained movement;
- fearfulness;
- poor attendance;
- inconsistent personal history;
- controlling relationships.

All concerns relating to trafficking or modern slavery will be treated as safeguarding concerns.

8.21 Children Missing Education (CME)

Children missing education are at increased risk of:

- abuse;
- neglect;
- exploitation;
- forced marriage;
- radicalisation;
- trafficking.

The Trust will follow statutory Children Missing Education procedures and notify the local authority where required.

8.22 Elective Home Education (EHE)

Whilst many children receive an effective education at home, the Trust recognises that elective home education can, in some circumstances, be associated with safeguarding concerns. Children with an Education Health Care Plan cannot be removed from roll to be EHE until a written request has been received from the parent/carer and submitted to the local authority. A multi agency meeting will then take place to discuss the suitability of elective home education and the Local Authority will make the final decision.

Where a child is withdrawn from school, leaders will:

- explore reasons;
- consider safeguarding implications;
- share information where appropriate;
- follow local authority procedures.

Safeguarding concerns must never be overlooked as part of an EHE decision.

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8.23 Financial Exploitation

Financial exploitation occurs where a child is manipulated or coerced into providing money, goods, banking facilities or financial services for the benefit of others.

Examples may include:

- money laundering;
- online scams;
- criminal exploitation;
- coercive relationships;
- exploitation through gaming platforms.

Staff should report concerns immediately through safeguarding procedures.

8.24 Upskirting

Upskirting is a criminal offence involving the taking of images beneath a person's clothing without consent.

Such behaviour:

- is unacceptable;
- may constitute sexual harassment;
- may constitute sexual violence;
- requires safeguarding consideration.

Incidents will be managed in accordance with safeguarding and behaviour procedures.

8.25 Key Principle

No single indicator confirms abuse, exploitation or harm. However, the presence of one or more indicators should prompt staff to:

- remain professionally curious;
- record concerns;
- consult the DSL;
- take appropriate action.

The welfare of the child must remain the paramount consideration in all safeguarding decisions.

9. Online Safety, Filtering, Monitoring and Digital Safeguarding

9.1 Introduction

Kings Academy Trust recognises that technology is an essential component of teaching, learning, communication and daily life.

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Whilst the internet and digital technologies provide significant educational opportunities, they also present safeguarding risks which can affect children both within and beyond the school environment.

Online safety is an integral part of safeguarding and child protection and is not treated as a separate issue.

The Trust is committed to ensuring that all children are able to access technology safely, responsibly and appropriately whilst being protected from online harm.

All online safety arrangements will be implemented in accordance with:

- Keeping Children Safe in Education 2026 (KCSIE);
- Working Together to Safeguard Children 2026;
- Teaching Online Safety in Schools;
- Meeting Digital and Technology Standards in Schools and Colleges;
- UK Council for Internet Safety Guidance.

9.2 A Whole School Approach

Kings Academy Trust adopts a whole-school approach to online safety.

This includes:

- leadership oversight;
- safeguarding governance;
- effective filtering and monitoring;
- staff training;
- pupil education;
- curriculum delivery;
- parental engagement;
- safe technology infrastructure.

Online safety responsibilities apply to:

- pupils;
- staff;
- volunteers;
- governors;
- trustees;
- contractors;
- visitors using Trust systems.

Online safety considerations will be embedded into safeguarding, behaviour, curriculum, attendance and wellbeing practices.

9.3 Online Safety Risks

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Staff should understand that online risks can arise from a variety of sources.

These risks may include:

Content Risks

Exposure to:

- extremist material;
- pornography;
- self-harm content;
- hate content;
- misinformation;
- violent material;
- harmful challenges.

Contact Risks

Interactions with:

- strangers;
- online groomers;
- exploiters;
- radicalisers;
- abusive individuals.

Conduct Risks

Behaviours such as:

- cyberbullying;
- image sharing;
- online harassment;
- exploitation of others;
- dangerous online activity.

Commercial Risks

Risks linked to:

- gambling;
- scams;
- fraud;
- financial exploitation;
- inappropriate marketing.

Staff should understand that children may experience more than one online risk simultaneously.

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9.4 Filtering Systems

The Trust Board will ensure appropriate filtering systems are implemented across all schools.

Filtering arrangements will:

- protect children from illegal content;
- reduce exposure to harmful material;
- support age-appropriate access;
- operate effectively across all Trust devices and networks;
- be reviewed regularly.

Filtering systems must be:

- proportionate;
- risk-based;
- age-appropriate;
- regularly tested.

No filtering system can provide complete protection and therefore cannot replace supervision, education and professional vigilance.

9.5 Monitoring Systems

Kings Academy Trust will maintain effective monitoring systems to identify potential safeguarding concerns.

Monitoring systems may identify:

- inappropriate searches;
- harmful content access;
- cyberbullying concerns;
- self-harm indicators;
- exploitation risks;
- safeguarding disclosures;
- concerning online behaviour.

Monitoring arrangements will operate lawfully, proportionately and in accordance with data protection legislation.

Identified concerns will be reviewed and acted upon appropriately.

9.6 Roles and Responsibilities for Filtering and Monitoring

The Trust Board will ensure that filtering and monitoring responsibilities are clearly allocated.

The Trust will ensure:

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- understand their statutory responsibilities;
- governors receive appropriate safeguarding assurance;
- senior leaders oversee system effectiveness;
- DSLs are involved in filtering and monitoring oversight;
- IT staff understand safeguarding implications;
- staff know how to report concerns.

Filtering and monitoring arrangements will be reviewed at least annually and whenever significant changes occur.

9.7 Designated Safeguarding Lead Responsibilities

The Designated Safeguarding Lead will:

- understand filtering and monitoring systems;
- review safeguarding alerts;
- identify themes and trends;
- ensure concerns are investigated appropriately;
- inform leaders of emerging risks;
- contribute to online safety education;
- ensure safeguarding responses remain child-centred.

The DSL must work closely with those responsible for technology management and cyber security.

Annual Review of Filtering and Monitoring Systems

In accordance with KCSIE 2026 and Meeting Digital and Technology Standards in Schools and Colleges, the DSL will ensure that filtering and monitoring arrangements are reviewed at least annually. This review will include:

- effectiveness of current systems in identifying safeguarding concerns;
- any gaps or weaknesses in coverage;
- emerging online risks not currently addressed;
- feedback from staff regarding system functionality;
- compliance with data protection requirements.

The outcomes of this review will be reported to governors and trustees as part of safeguarding assurance arrangements.

9.8 Online Safety Education

Online safety education will be delivered through:

- Relationships Education;
- Relationships and Sex Education (RSE);
- Health Education;
- Computing;
- assemblies;
- curriculum enrichment;
- safeguarding activities.

Pupils will be taught:

- how to stay safe online;
- how to recognise grooming;
- how to identify exploitation;
- how to report concerns;
- how to protect personal information;
- how to manage digital footprints;
- how to recognise misinformation;
- how to critically evaluate online content;
- how to use technology responsibly.

Online safety education will be age-appropriate and responsive to emerging risks.

9.9 Teaching Digital Resilience

Kings Academy Trust is committed to developing digitally resilient learners.

Digital resilience involves helping children to:

- manage online risks;
- make informed decisions;
- challenge harmful content;
- seek support when concerns arise;
- recover from negative online experiences.

Children will be encouraged to become safe, responsible and respectful digital citizens.

9.10 Mobile Phones and Personal Devices

The Trust recognises that mobile phones and personal devices can create safeguarding opportunities and risks.

Schools will establish clear expectations regarding:

- pupil use of mobile phones;
- staff use of personal devices;
- photography and recording;
- use of social media;
- acceptable communication.

Any misuse of technology which creates a safeguarding risk will be addressed promptly.

9.11 Social Media

Staff and pupils are expected to use social media responsibly.

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Staff must:

- maintain professional boundaries;
- avoid inappropriate online contact with pupils;
- follow Trust social media guidance;
- protect confidential information.

Pupils will receive education regarding:

- online conduct;
- digital reputation;
- privacy settings;
- safe communication;
- reporting concerns.

Social media concerns which place a child at risk will be managed through safeguarding procedures.

9.12 Remote Learning

Where remote learning is used, the Trust will ensure that safeguarding arrangements remain effective.

This includes:

- secure learning platforms;
- appropriate staff conduct;
- safe communication channels;
- safeguarding reporting pathways;
- monitoring attendance and engagement.

Safeguarding expectations remain unchanged regardless of whether learning takes place on-site or remotely.

9.13 Cyber Security

The Trust recognises that effective cyber security contributes to safeguarding and organisational resilience.

Appropriate measures will include:

- secure networks;
- password management;
- access controls;
- staff training;
- secure storage of information;
- software updates;
- incident response processes.

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Cyber security breaches that affect safeguarding information will be managed immediately and reported in accordance with Trust procedures.

9.14 Online Safety for Staff

All staff will receive online safety training appropriate to their role.

Training may include:

- online safeguarding risks;
- cyber security awareness;
- social media conduct;
- professional boundaries;
- filtering and monitoring arrangements;
- emerging technologies;
- artificial intelligence risks;
- online exploitation indicators.

Staff must remain alert to evolving online safeguarding threats.

9.15 Online Safety for Parents and Carers

Kings Academy Trust recognises the important role of parents and carers in keeping children safe online.

Schools will seek to support parents and carers through:

- online safety information;
- workshops and training opportunities;
- newsletters;
- website resources;
- safeguarding communications.

Partnership working supports consistent online safety messages for children.

9.16 Reporting Online Safety Concerns

All online safety concerns should be reported immediately through safeguarding procedures.

Concerns may include:

- online grooming;
- exploitation;
- cyberbullying;
- harmful content;
- inappropriate communication;
- sharing of nude or semi-nude images;

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- extremist content;
- online harassment.

Where online activity places a child at risk of harm, safeguarding procedures will always take precedence.

9.17 Professional Curiosity and Emerging Risks

Technology continues to develop at pace.

Staff, leaders and governors must remain informed about emerging safeguarding issues including:

- artificial intelligence (AI);
- deepfake technology;
- encrypted messaging platforms;
- livestreaming;
- anonymous communication platforms;
- new social media applications;
- online financial exploitation.

The Trust will review emerging risks regularly and update safeguarding arrangements accordingly.

9.18 Key Principle

Online safeguarding is safeguarding.

All children have the right to learn, communicate and engage online in environments that are safe, supportive and free from abuse, exploitation and harm.

Kings Academy Trust will take all reasonable steps to protect children from online risks whilst equipping them with the knowledge, skills and resilience needed to navigate the digital world safely.

9.19 Mobile Phones and Personal Devices in School

From April 2026, Ofsted will inspect schools' mobile phone policies as part of routine inspection activities.

Kings Academy Trust recognises that mobile phones can present both safeguarding opportunities and risks. Each school within the Trust will maintain a clear mobile phone policy that:

- sets out expectations for pupil use of mobile phones during the school day;
- is communicated clearly to pupils, parents and carers;
- is understood and consistently applied by all staff;
- considers the impact of mobile phone use on learning, behaviour and wellbeing;
- addresses safeguarding concerns including cyberbullying, inappropriate content sharing, and online safety.

Policy Communication and Consistency

Schools will ensure that:

- the mobile phone policy is published on the school website;
- expectations are communicated to pupils through assemblies, tutor time and PSHE education;
- parents and carers are informed of the policy through newsletters, parent communications and the school website;
- staff receive training on implementing the policy consistently;
- the policy is reviewed regularly in light of emerging safeguarding concerns.

Safeguarding Considerations

Mobile phone policies will address:

- procedures for responding to inappropriate use;
- searching and confiscation arrangements in line with statutory guidance;
- how concerns about content on devices will be managed;
- reporting procedures for safeguarding concerns arising from mobile phone use;
- support for pupils who experience cyberbullying or online harm via mobile devices.

Any safeguarding concerns identified through mobile phone use will be managed in accordance with this Child Protection and Safeguarding Policy.

Monitoring and Review

The effectiveness of mobile phone policies will be monitored through:

- behaviour and bullying data;
- safeguarding incident analysis;
- pupil and staff feedback;
- governor scrutiny;
- Ofsted inspection feedback where applicable.

Schools will review their mobile phone policies at least annually, or more frequently if safeguarding concerns emerge.

10. Safer Recruitment, Staff Suitability, Volunteers, Contractors and Visitors

10.1 Introduction

Kings Academy Trust is committed to creating and maintaining a culture of safer recruitment and safeguarding.

The Trust recognises that safeguarding begins with robust recruitment, selection and vetting procedures designed to deter, identify and reject unsuitable individuals from working with children.

For staff working in EYFS or wraparound care:

In addition to the standard pre-employment checks, staff who will work in early years provision or later years provision (wraparound care for children under 8) must also complete a Childcare Disqualification Declaration Form.

This declaration must be completed and reviewed before the staff member begins work in the relevant setting.

All recruitment activity within Kings Academy Trust will be conducted in accordance with:

- Keeping Children Safe in Education 2026;

- The Education Act 2002;
- The Safeguarding Vulnerable Groups Act 2006;
- The School Staffing (England) Regulations 2009;
- Disqualification under the Childcare Act 2006 Guidance;
- Equality Act 2010;
- Data Protection Act 2018.

10.2 Safer Recruitment Principles

Kings Academy Trust will ensure that:

- safeguarding is embedded throughout recruitment processes;
- safeguarding responsibilities are clearly communicated to applicants;
- appropriate checks are undertaken before employment commences;
- unsuitable candidates are identified and screened out;
- recruitment decisions are evidence-based;
- robust interview and selection processes are followed;
- all recruitment is conducted fairly, consistently and lawfully.

Safeguarding considerations will be applied at every stage of the recruitment process.

10.3 Recruitment and Selection Procedures

All recruitment processes will include:

Planning

Prior to recruitment, schools will:

- identify safeguarding responsibilities within the role;
- prepare an appropriate job description;
- prepare a person specification;
- identify required qualifications;
- identify required safeguarding competencies.

Advertisement

All advertisements will include a safeguarding statement which reflects the Trust's commitment to safeguarding and promoting the welfare of children.

Advertisements will make clear that:

- safeguarding checks will be undertaken;
- references will be sought;
- online searches may be conducted;
- enhanced DBS checks will be required where appropriate.

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Application Process

Applicants must complete a formal application form.

Curriculum vitae (CVs) will not be accepted as a substitute for a completed application form.

Application forms must include:

- full employment history;
- educational history;
- qualifications;
- explanations for gaps in employment;
- reference details;
- declarations regarding suitability to work with children.

10.4 Shortlisting

Prior to interview, schools will:

- scrutinise application forms;
- identify gaps in employment history;
- explore discrepancies;
- verify qualifications where appropriate;
- consider safeguarding information available to the panel.

Shortlisting decisions should be recorded and based on the published selection criteria.

10.5 Online Searches

In accordance with Keeping Children Safe in Education 2026, online searches will be undertaken on shortlisted candidates.

The purpose of these searches is to identify incidents or concerns which may be relevant to:

- suitability to work with children;
- professional conduct;
- safeguarding considerations.

Online searches will:

- be proportionate;
- be conducted consistently;
- comply with data protection legislation.

Candidates will be informed that such searches may be undertaken.

10.6 Interviews

All shortlisted candidates will be subject to a formal interview process.

Interviews will:

- assess suitability for the role;
- explore safeguarding knowledge;
- examine employment history;
- explore any identified concerns;
- assess attitudes towards safeguarding and child welfare.

Interview panels will include at least one person who has successfully completed Safer Recruitment Training.

Safeguarding questions will form part of all interviews.

10.7 Pre-Employment Checks

An offer of employment is conditional upon satisfactory completion of all required checks.

Checks may include:

Identity Verification

Verification of identity using original documents.

Enhanced DBS Check

Enhanced Disclosure and Barring Service checks with barred list information where legally permitted.

Children's Barred List Check

Where required by legislation.

Prohibition from Teaching Check

For individuals undertaking teaching work.

Section 128 Direction Check

For relevant leadership and management positions.

Qualifications Check

Verification of required qualifications.

Right to Work Check

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Verification of the right to work in the United Kingdom.

Overseas Checks

Additional checks where an individual has lived or worked overseas.

Medical Fitness

Assessment of fitness to undertake the role.

References

Receipt and scrutiny of satisfactory references.

Employment must not commence until all required checks have been satisfactorily completed unless specifically permitted by legislation and risk assessed by the Trust.

10.8 References

References will:

- be obtained directly from referees;
- be scrutinised carefully;
- be verified where concerns arise;
- be considered before appointment wherever possible.

References should include information relating to:

- suitability to work with children;
- disciplinary history;
- safeguarding concerns;
- conduct issues;
- employment dates.

Any concerns identified through references must be explored before appointment.

10.9 Single Central Record (SCR)

Kings Academy Trust will maintain a Single Central Record (SCR) in accordance with KCSIE 2026 requirements.

The SCR will record relevant checks for:

- employees;
- agency staff;
- supply staff;
- governors;

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- trustees;
- volunteers where required;
- contractors where appropriate.

The SCR will include evidence of required safeguarding and employment checks.

Schools will carry out termly quality assurance checks to ensure accuracy and compliance. The Driector of Safeguarding and Inclusion will also carry out termly checks on all schools SCR's

10.10 Ongoing Staff Suitability

Safeguarding responsibilities continue throughout employment.

Staff must:

- maintain high standards of conduct;
- follow safeguarding procedures;
- comply with professional expectations;
- disclose any relevant changes affecting suitability.

Staff are expected to act as appropriate role models and maintain professional boundaries at all times.

10.11 Agency and Supply Staff

Schools must obtain written confirmation from agencies that all required safeguarding checks have been completed.

Before agency or supply staff begin work, schools must verify:

- identity;
- suitability;
- completion of required vetting checks.

Schools will ensure temporary staff understand:

- safeguarding procedures;
- reporting mechanisms;
- key safeguarding contacts.

10.12 Volunteers

Kings Academy Trust values the contribution made by volunteers.

Appropriate safeguarding arrangements will be applied depending upon:

- the nature of the role;

- level of supervision;
- frequency of contact with children;
- whether regulated activity is undertaken.

Volunteers will:

- receive safeguarding information;
- understand reporting procedures;
- work within agreed boundaries.

Risk assessments will determine the level of supervision and checks required.

10.13 Regulated Activity

Regulated activity is defined by the Safeguarding Vulnerable Groups Act 2006 (as amended) and includes:

- teaching, training, instructing, caring for or supervising children if done regularly;
- providing advice or guidance on physical, emotional or educational wellbeing to children;
- driving a vehicle only for children.

Important Change from September 2026:

The supervision exemption has been removed. Any volunteer who frequently teaches, trains, instructs, supervises or provides advice/guidance to children is now legally in regulated activity and requires:

- an enhanced DBS check with children's barred list information;
- completion of all required pre-employment checks.

Schools must not rely on supervision as an alternative to obtaining appropriate DBS checks for volunteers engaged in regulated activity.

Individuals engaging in regulated activity must be subject to the appropriate safeguarding checks before commencing duties.

10.14 Childcare Disqualification Requirements

This section applies only to Moss Valley Primary Academy and The Deans Primary Academy, which provide Early Years Foundation Stage (EYFS) provision.

Legal Framework

Under the Childcare Act 2006 and Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, people who have committed certain criminal offences are disqualified by law from:

- Providing childcare
- Being directly concerned in the management of childcare provision

Who This Applies To

The regulations apply to all staff (including volunteers and casual workers) who work in, or are directly concerned with managing:

Early Years Provision (birth until 1 September following a child's 5th birthday)

- Staff who provide any care for a child up to and including reception age
- Education in nursery and reception classes
- Any supervised activity (such as breakfast clubs, lunchtime supervision and after-school care) both during and outside school hours for children in the early years age range

Later Years Provision (for children under 8 outside school hours)

- Staff who work in before-school settings such as breakfast clubs
- Staff who work in after-school provision for children under 8

This includes:

- Teachers and teaching assistants in nursery and reception
- Breakfast club and after-school club staff working with children under 8
- Lunchtime supervisors working with EYFS children
- Headteacher and other senior leaders involved in managing these provisions
- Volunteers and casual workers in these settings
- Self-employed contractors (such as music teachers or sports coaches) working in relevant settings

This does NOT include:

- Staff who only work with children above reception age during school hours
- Staff who only provide childcare for children aged 8 or over
- Caretakers, cleaners, drivers, catering and office staff (unless they regularly work in the relevant settings)
- Governors or trustees

Disqualification Criteria

A person is disqualified if they:

- Are on the Disclosure and Barring Service (DBS) children's barred list
- Have been convicted of certain violent or sexual offences against children or adults
- Have been convicted of other relevant offences (see Appendices to DfE statutory guidance on disqualification)
- Are subject to certain orders relating to the care of children
- Have had registration refused or cancelled in relation to childcare or children's homes
-

Disqualification "by association" (being disqualified because someone in your household is disqualified) does **NOT** apply in schools and has not applied since 31 August 2018.

How We Check for Disqualification

For new staff in relevant roles:

- We request an up-to-date enhanced DBS certificate with barred list check
- We conduct all other relevant recruitment checks (including overseas checks where applicable)
- We may conduct online searches of shortlisted candidates
- We cross-reference the results with the list of relevant offences that would disqualify someone
- We ask shortlisted candidates to complete a self-declaration before interview

For existing staff redeployed into relevant roles:

- We conduct updated recruitment checks as necessary
- We use the DBS Update Service where the staff member is registered
- We cross-reference results with disqualification criteria

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How We Prevent Unsuitable Candidates Applying

We reduce the risk of disqualified individuals applying by:

- Making clear on application forms what safeguarding checks will be conducted
- Explaining the safeguarding responsibilities of the post
- Explaining that it's an offence to provide or manage childcare if disqualified
- Publishing our child protection policy on the school website
- Seeking references before interview
- Asking shortlisted candidates to complete a self-declaration
- Informing candidates that we may carry out online searches

Third-Party Staff

Where we use agency or third-party staff in relevant settings, we obtain written confirmation from the agency that it has:

- Informed its staff that it's an offence to work in a relevant setting while disqualified
- Asked its staff to inform the agency if they could be disqualified

Recording

We keep a record of when childcare disqualification checks are completed. This information is:

- Recorded on our Single Central Record (or in a separate secure record)
- Processed in line with UK GDPR requirements
- Only retained for as long as necessary
- Stored securely and accessed only by authorised personnel

We do NOT ask for or store information about whether a staff member lives with someone who is disqualified, as disqualification "by association" does not apply in schools.

If someone is disqualified

If we learn that someone working in a relevant setting is disqualified, we will:

1. Remove them from that role immediately
2. Inform the staff member that they can apply to Ofsted for a waiver (unless they are on the DBS children's barred list or subject to certain orders)
3. Seek advice from our HR provider, the Local Authority Designated Officer (LADO) and the Designated Safeguarding Lead about:
    - Whether it's appropriate to redeploy the staff member elsewhere in the school
    - Whether to make adjustments to their role to avoid regulated work
    - Whether to grant paid leave while waiting for a waiver decision
    - Whether suspension is necessary (as a last resort)

The individual must not continue to work in the relevant setting until they have received a waiver from Ofsted.

If a Waiver is Not Obtained

If the staff member does not apply for a waiver, or if a waiver is declined, we will:

- Consider whether permanent redeployment is possible
- Assess the appropriateness of any redeployment
- Take steps to legitimately terminate employment if necessary

Information for Staff

Staff working in relevant roles will be:

- Informed of the childcare disqualification requirements during induction
- Asked to notify the school immediately if their circumstances change in a way that might mean they are disqualified
- Reminded that it is an offence to work in a relevant setting while disqualified

Further Information

For full details of the disqualification criteria and process, see:

- DfE statutory guidance: Disqualification under the Childcare Act 2006
- Ofsted guidance: Applying to waive disqualification

10.15 Contractors

The Trust will ensure that appropriate safeguarding arrangements apply to contractors working on Trust premises.

Consideration will be given to:

- supervision arrangements;
- safeguarding risks;
- nature of contact with children;
- duration of the work.

Contractors may be required to provide evidence of safeguarding checks where appropriate.

Schools will determine and document safeguarding arrangements before work commences.

10.16 Visitors

All visitors to Kings Academy Trust schools must:

- sign in using school procedures;
- wear appropriate identification;
- comply with safeguarding expectations;
- be accompanied where required.

Visitors will be provided with safeguarding information, including:

- safeguarding contacts;
- reporting procedures;
- emergency processes.

Any visitor behaviour that raises safeguarding concerns must be reported immediately to the Designated Safeguarding Lead.

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10.17 Staff Conduct and Professional Boundaries

All staff are expected to maintain professional relationships with pupils and families.

Staff must:

- act in the best interests of children;
- maintain professional boundaries;
- avoid favouritism;
- avoid inappropriate communication;
- use approved communication platforms;
- follow Trust policies and procedures.

Professional relationships must always remain appropriate and transparent.

10.18 Low-Level Concerns

Kings Academy Trust promotes a culture of openness and transparency.

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

- is inconsistent with the staff code of conduct;
- does not meet the harm threshold;
- may indicate unsafe practice.

Low-level concerns should be reported promptly to the Headteacher or appropriate senior leader.

Recording and reviewing low-level concerns supports safer organisational culture and early identification of patterns of behaviour.

10.19 Allegations and Safeguarding Concerns About Adults

All safeguarding concerns relating to staff, volunteers, contractors or other adults working with children will be managed in accordance with:

- Part Four of Keeping Children Safe in Education 2026;
- Local Authority Designated Officer (LADO) procedures;
- relevant Trust policies.

Concerns that an adult may have:

- harmed a child;
- committed a criminal offence against a child;
- behaved in a way indicating they may pose a risk to children;
- behaved in a way that may impact suitability to work with children,

must be reported immediately to the Headteacher.

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Concerns relating to a Headteacher must be reported to the Chief Executive Officer.

Concerns relating to the Chief Executive Officer must be reported to the Chair of Trustees.

10.20 Whistleblowing

Kings Academy Trust encourages staff to raise concerns where they believe:

- safeguarding arrangements are ineffective;
- poor practice is occurring;
- children may be at risk;
- concerns have not been appropriately addressed.

Staff may use:

- safeguarding escalation procedures;
- Trust whistleblowing procedures;
- external reporting mechanisms where appropriate.

No member of staff will suffer detriment for raising genuine safeguarding concerns in good faith.

10.21 Safeguarding Culture

Kings Academy Trust is committed to maintaining a robust safeguarding culture where:

- safeguarding is everybody's responsibility;
- recruitment processes are rigorous;
- concerns are raised promptly;
- professional challenge is encouraged;
- children remain at the centre of decision-making.

The Trust believes that safe recruitment, vigilant oversight and a strong safeguarding culture are fundamental to protecting children and promoting their welfare.

11. Allegations Against Staff, Low-Level Concerns and Safeguarding Concerns About Adults

11.1 Introduction

Kings Academy Trust recognises its duty to safeguard children and to ensure that concerns relating to adults working with children are managed promptly, fairly, consistently and effectively.

This section applies to:

- employees;
- agency staff;
- supply staff;
- volunteers;

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- contractors;
- governors;
- trustees;
- individuals providing services on behalf of the Trust.

The Trust will manage all concerns relating to adults in accordance with:

- Keeping Children Safe in Education 2026;
- local safeguarding partnership procedures;
- Local Authority Designated Officer (LADO) requirements;
- employment legislation;
- Trust disciplinary procedures.

The welfare of children will remain the paramount consideration at all times.

11.2 Safeguarding Culture

Kings Academy Trust is committed to creating a safeguarding culture in which:

- concerns are raised promptly;
- professional challenge is encouraged;
- staff feel able to report concerns;
- children are protected from harm;
- transparency and accountability are promoted.

The Trust recognises that early reporting of concerns is essential to safeguarding children and maintaining public confidence.

All adults are expected to act professionally and maintain appropriate boundaries at all times.

11.3 Types of Adult Safeguarding Concerns

Concerns relating to adults working with children generally fall into two categories:

Allegations That Meet the Harm Threshold

Concerns that indicate an adult may have:

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

Low-Level Concerns

Concerns about behaviour that:

- does not meet the harm threshold;
- is inconsistent with the staff code of conduct;
- may indicate unsafe practice;
- may require advice, support, monitoring or management action.

All concerns will be taken seriously.

11.4 Reporting Concerns About Adults

Any concern regarding an adult working with children must be reported immediately.

Concerns must not be:

- ignored;
- investigated by the person receiving the concern;
- discussed widely;
- delayed until further evidence is obtained.

The person receiving the concern should:

- listen carefully;
- record factual information;
- avoid making assumptions;
- report immediately through the appropriate route.

Safeguarding concerns involving adults require prompt action.

11.5 Reporting Routes

Concerns About a Member of Staff

Concerns must be reported immediately to the Headteacher.

Concerns About an Executice Head teacher or Headteacher

Concerns must be reported immediately to the Chief Executive Officer.

Concerns About the Chief Executive Officer

Concerns must be reported immediately to the Chair of Trustees.

Concerns About a Trustee or Governor

Concerns must be reported to the Chief Executive Officer and/or Chair of Trustees as appropriate.

Where immediate risk exists, Children's Social Care and/or the Police should also be contacted.

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11.6 Initial Consideration of Concerns

Upon receiving an allegation, the Headteacher, CEO or Chair of Trustees (as appropriate) will:

- establish basic factual information;
- secure evidence where necessary;
- preserve confidentiality;
- consider immediate safeguarding risks;
- seek advice from the Local Authority Designated Officer (LADO) where required.

At this stage, no internal investigation should take place prior to consultation with the LADO where a harm threshold concern may exist.

11.7 The Role of the Local Authority Designated Officer (LADO)

The LADO oversees and coordinates the management of allegations against adults working with children.

The Trust will consult the LADO where a concern suggests that an adult may have:

- harmed a child;
- committed a criminal offence against a child;
- behaved in a manner indicating possible risk to children;
- demonstrated behaviour that may impact suitability to work with children.

Advice from the LADO will inform next steps and ensure appropriate safeguarding procedures are followed.

11.8 Immediate Safeguarding Actions

Where necessary, protective action may be taken pending investigation.

This may include:

- increased supervision;
- changes to duties;
- temporary redeployment;
- risk management arrangements;
- suspension in exceptional circumstances.

Any action taken will be proportionate and based upon identified risk.

Suspension will not be an automatic response and will only be considered where necessary to protect children or the integrity of investigations.

11.9 Confidentiality and Information Sharing

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Allegations against adults are sensitive matters requiring careful management.

Information will only be shared on a need-to-know basis.

The Trust will:

- protect the welfare of children;
- protect the rights of all individuals involved;
- maintain confidentiality;
- comply with data protection legislation;
- follow statutory guidance.

Breaches of confidentiality may compromise safeguarding processes and investigations.

11.10 Support for Children

Where a child is involved in an allegation or safeguarding concern, appropriate support will be provided.

This may include:

- pastoral support;
- safeguarding support;
- counselling services;
- external services;
- welfare monitoring.

The wishes and feelings of the child will be considered throughout the process.

Support arrangements will be reviewed regularly.

11.11 Support for Staff

Staff who are the subject of an allegation may experience significant stress and anxiety.

The Trust will ensure that appropriate support is considered throughout the process.

Support may include:

- welfare meetings;
- access to professional support services;
- occupational health services;
- employee assistance services;
- trade union representation.

Providing support does not prevent appropriate safeguarding action being taken.

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11.12 Outcomes of Allegations

Allegations may result in one of the following outcomes:

Substantiated

There is sufficient evidence to prove the allegation.

Malicious

There is sufficient evidence to prove the allegation was deliberately invented.

False

There is sufficient evidence to prove the allegation did not occur.

Unsubstantiated

Insufficient evidence is available to either prove or disprove the allegation.

Unfounded

No evidence exists that the incident occurred.

All outcomes will be recorded and managed appropriately.

11.13 Low-Level Concerns

Kings Academy Trust promotes an open and transparent culture where low-level concerns are identified and addressed early.

A low-level concern is any concern which:

- does not meet the harm threshold;
- is inconsistent with expected professional conduct;
- causes a sense of unease, discomfort or doubt;
- may indicate a pattern of behaviour.

Examples may include:

- inappropriate language;
- boundary issues;
- favouritism;
- unnecessary one-to-one situations;
- inappropriate communication;
- behaviour that falls short of expected standards.

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Low-level concerns provide an opportunity to address behaviour before it escalates.

11.14 Reporting Low-Level Concerns

All staff are encouraged to report low-level concerns, including concerns about themselves.

Low-level concerns should be reported to:

- the Headteacher;
- the Chief Executive Officer (where appropriate);
- the Chair of Trustees (where appropriate).

Staff should never worry that a concern is too small to raise.

Where concerns involve the Headteacher, alternative reporting routes must be used.

11.15 Recording Low-Level Concerns

The Trust will maintain records of low-level concerns.

Records will include:

- details of the concern;
- actions taken;
- decisions reached;
- rationale for outcomes.

Low-level concern records may assist in identifying:

- emerging patterns;
- repeated behaviours;
- safeguarding risks;
- training needs.

Records will be retained securely and reviewed regularly.

11.16 Self-Reporting

Staff are encouraged to self-report circumstances that may affect their professional standing or suitability to work with children.

Examples may include:

- arrests;
- criminal investigations;
- safeguarding concerns outside work;
- allegations made outside employment.

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Self-reporting allows risks to be assessed appropriately and supports a culture of openness.

11.17 Concerns Arising Outside the Workplace

Safeguarding concerns relating to adults may arise outside the workplace.

Behaviour outside work may still require consideration where it:

- affects suitability to work with children;
- presents safeguarding risks;
- undermines professional trust and confidence.

The Trust will assess concerns on an individual basis and seek advice where appropriate.

11.18 Learning Lessons

Following the conclusion of allegations or safeguarding concerns, the Trust will consider:

- lessons learned;
- policy implications;
- training needs;
- procedural improvements;
- safeguarding culture.

This supports continuous improvement and strengthens safeguarding practice across the Trust.

11.19 Whistleblowing

All staff have a duty to report safeguarding concerns.

Where a member of staff feels unable to raise concerns through normal procedures, they should use the Trust's Whistleblowing Policy.

Staff should use whistleblowing procedures where they believe:

- safeguarding risks remain unaddressed;
- poor practice is occurring;
- leaders have failed to act appropriately;
- children remain at risk.

Genuine concerns raised in good faith will be taken seriously.

11.20 Key Principle

Kings Academy Trust is committed to a culture where:

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concerns about adults are identified early, reported promptly, managed fairly and always considered through the lens of safeguarding children.

The Trust recognises that robust management of allegations and low-level concerns is essential to maintaining safe environments and protecting children from harm.

12. Attendance, Children Missing Education, Elective Home Education and Alternative Provision

12.1 Introduction

Kings Academy Trust recognises that attendance, engagement in education and safeguarding are intrinsically linked.

Children who are absent from education, attend irregularly or become disengaged from learning may be at increased risk of:

- abuse;
- neglect;
- child criminal exploitation;
- child sexual exploitation;
- radicalisation;
- serious violence;
- county lines involvement;
- trafficking;
- forced marriage;
- female genital mutilation;
- poor mental health.

The Trust adopts a safeguarding-first approach to attendance and recognises that unexplained absence may indicate unmet need, vulnerability or harm.

12.2 Attendance as a Safeguarding Priority

Regular school attendance is a protective factor for children.

Kings Academy Trust will promote excellent attendance through:

- high expectations;
- positive relationships;
- early intervention;
- collaborative working with families;
- targeted support;
- safeguarding oversight.

Attendance concerns will never be viewed solely as a behaviour or compliance issue.

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Where attendance deteriorates, staff will consider whether safeguarding concerns may be contributing factors.

12.3 Safeguarding Response to Attendance Concerns

Where attendance concerns arise, schools will consider whether a child may be experiencing:

- neglect;
- abuse;
- domestic abuse;
- mental health difficulties;
- online harm;
- exploitation;
- family breakdown;
- housing instability;
- substance misuse within the family;
- caring responsibilities.

Attendance concerns will be discussed with the Designated Safeguarding Lead where safeguarding vulnerabilities are identified.

Appropriate support and referrals will be considered in line with safeguarding thresholds.

12.4 Persistent Absence and Severe Absence

The Trust recognises that persistent absence and severe absence may indicate that a child requires additional support.

Schools will:

- monitor attendance closely;
- identify emerging patterns;
- undertake early intervention;
- work with families;
- assess safeguarding risks;
- engage external agencies where required.

Regular attendance reviews will consider both educational and safeguarding factors.

12.5 Children Missing Education (CME)

Kings Academy Trust recognises that all children are entitled to a suitable education and that children missing education are at significant risk of harm.

Children missing education may be vulnerable to:

- abuse;

- neglect;
- exploitation;
- trafficking;
- criminal activity;
- radicalisation;
- forced marriage;
- child labour.

Children missing education require immediate attention and prompt action.

12.6 CME Procedures

Where a child unexpectedly leaves a school within the Trust, reasonable steps will be taken to establish:

- the child's whereabouts;
- destination school;
- future education arrangements;
- any safeguarding concerns.

Schools will:

- follow local authority CME procedures;
- make enquiries with parents and carers;
- liaise with other schools where appropriate;
- notify the local authority when required.

The Designated Safeguarding Lead must be informed where safeguarding concerns exist.

12.7 Unexplained Absence

Unexplained absence will be followed up promptly.

Where contact cannot be established, schools may:

- telephone parents or carers;
- conduct welfare checks;
- liaise with known professionals;
- seek advice from safeguarding agencies;
- contact emergency contacts;
- involve Children's Social Care or Police where necessary.

The level of response will reflect the age, vulnerability and known risks associated with the child.

12.8 Missing Children During the School Day

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All schools within Kings Academy Trust will maintain procedures for responding when a child goes missing during the school day.

Procedures will include:

- immediate search arrangements;
- informing senior leaders;
- contacting parents or carers;
- reviewing CCTV where appropriate;
- contacting Police where necessary;
- recording actions taken.

The safety and welfare of the child will remain the highest priority.

12.9 Children Missing from Home or Care

Repeated missing episodes from home or care may indicate significant safeguarding concerns.

Where schools become aware that a child is:

- frequently missing from home;
- missing from care;
- regularly absent overnight;

consideration will be given to potential risks including:

- exploitation;
- coercion;
- trafficking;
- abuse;
- gang involvement;
- county lines activity.

The DSL will liaise with partner agencies to support safeguarding responses.

12.10 Elective Home Education (EHE)

Kings Academy Trust recognises that parents have the right to educate their children at home where suitable arrangements are made.

However, elective home education can, in some cases, obscure safeguarding concerns.

The Trust will therefore carefully consider every request for elective home education.

Schools will seek to understand:

- parental rationale;

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- the child's views;
- educational considerations;
- any safeguarding concerns;
- additional vulnerabilities.

Children with Education, Health and Care Plans

Where a child has an Education, Health and Care Plan (EHCP), the decision to permit elective home education rests with the local authority, not with parents or the school.

Parents or carers must submit a written request for elective home education to the school. The school will:

- immediately notify the local authority of the request;
- not remove the child from roll until the local authority has made a decision;
- participate in a multi-agency meeting convened by the local authority to discuss the request;
- provide relevant information about the child's educational progress, attendance, behaviour and any safeguarding concerns;
- ensure safeguarding considerations are fully explored during the decision-making process.

The local authority will make the final decision regarding whether elective home education is appropriate for a child with an EHCP. Schools must not agree to elective home education for children with EHCPs without local authority approval.

This is in accordance with the Children and Families Act 2014 and the SEND Code of Practice.

12.11 Safeguarding Considerations and EHE

Before a child is removed from roll for elective home education, schools will consider whether:

- safeguarding concerns exist;
- Children's Social Care are involved;
- attendance concerns are present;
- exploitation risks are present;
- domestic abuse concerns are known;
- mental health concerns exist.

Where safeguarding concerns are identified, appropriate information will be shared with relevant agencies in accordance with statutory guidance.

Elective home education should never be viewed as a solution to attendance, behaviour or safeguarding concerns.

Additional considerations for The Kassia Academy:

Where a parent/carer of a pupil attending the PRU expresses their intention to electively home educate, this will be treated with heightened scrutiny due to the increased safeguarding vulnerabilities of pupils in alternative provision.

The school will:

- Immediately notify the local authority

- Convene a multi-agency meeting to explore the reasons for the decision
- Ensure any safeguarding concerns are thoroughly assessed
- Work with the local authority to ensure the decision is in the child's best interests
- Not remove the pupil from roll until the local authority has confirmed agreement

The Kassia Academy will never suggest elective home education as a way to avoid addressing attendance or behaviour issues.

12.12 Alternative Provision

Kings Academy Trust recognises its continuing safeguarding responsibilities when pupils attend alternative provision. The Trust will ensure that alternative provision arrangements comply with national standards for non-school alternative provision as set out in statutory guidance.

The Trust remains responsible for:

- safeguarding oversight;
- educational outcomes;
- attendance monitoring;
- welfare monitoring.

Schools must be satisfied that alternative providers have appropriate safeguarding arrangements in place.

12.13 Safeguarding Checks for Alternative Provision

Prior to placement, schools will consider:

- safeguarding policies;
- safer recruitment arrangements;
- staff suitability checks;
- attendance systems;
- safeguarding leadership arrangements;
- reporting procedures.

Appropriate assurance should be obtained regarding the provider's ability to safeguard children effectively.

12.14 Monitoring Pupils in Alternative Provision

Schools will maintain oversight of pupils attending alternative provision.

This will include:

- monitoring attendance;

- monitoring engagement;
- reviewing wellbeing;
- maintaining communication with providers;
- reviewing safeguarding information.
- Half termly visits to the provider and pupil

Concerns must be shared promptly between providers and schools.

12.15 Part-Time Timetables

Kings Academy Trust recognises that part-time timetables should only be used in exceptional circumstances.

Part-time timetables must:

- be time limited;
- have a clear educational rationale;
- be agreed with parents;
- support the needs of the child;
- be reviewed regularly.

Safeguarding risks associated with reduced supervised education time must be considered carefully.

12.16 Dual Placements and Commissioned Alternative Provision

This section applies to The Kassia Academy only.

Dual Placements

Some pupils may attend The Kassia Academy on a part-time basis while remaining on roll at a mainstream school. In these cases:

Safeguarding Responsibilities:

- The mainstream school retains overall responsibility for the pupil's welfare
- The Kassia Academy has safeguarding responsibilities while the pupil is on site or engaged in activities organised by the PRU
- Clear agreements will be in place setting out respective responsibilities
- Information will be shared promptly between settings

Communication:

The Kassia Academy will inform the mainstream school immediately of:

- Any safeguarding concerns
- Unexplained absences
- Significant incidents
- Changes in the pupil's presentation or circumstances

The mainstream school will inform The Kassia Academy of:

- Any safeguarding concerns or changes in circumstances
- Updates to child protection plans or other safeguarding arrangements

- Changes to contact details or family circumstances

Attendance Monitoring:

- Both settings will monitor attendance
- The mainstream school will follow up unexplained absences
- The Kassia Academy will notify the mainstream school of any absence on the same day

Pupils Commissioned from Other Schools

Where The Kassia Academy provides commissioned places for pupils who remain on roll at other schools:

- A clear commissioning agreement will be in place
- Safeguarding responsibilities will be clearly defined
- Information sharing protocols will be established
- Regular review meetings will be held
- The commissioning school will be notified immediately of any safeguarding concerns

Quality Assurance

The Kassia Academy will ensure that:

- All dual placement arrangements are formally documented
- Safeguarding responsibilities are clearly understood by all parties
- Communication systems are effective
- Arrangements are reviewed regularly
- Any concerns about the effectiveness of dual placements are escalated to senior leaders

12.17 Children at Risk of Suspension or Exclusion

The Trust recognises that suspension and exclusion can increase vulnerability.

Prior to decisions being made, consideration should be given to:

- safeguarding concerns;
- unmet SEND needs;
- mental health difficulties;
- social care involvement;
- exploitation risks;
- attendance history.

School leaders must ensure that safeguarding information informs decision-making processes.

12.18 Vulnerable Children

Particular attention will be given to attendance and engagement of children who:

- have a social worker;
- are subject to Child Protection Plans;
- are Children in Need;
- are Looked After Children;

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- are previously looked after;
- have SEND;
- are young carers;
- are at risk of exploitation.

Additional monitoring and support may be implemented to reduce safeguarding risks.

12.19 Multi-Agency Working

The Trust recognises that attendance concerns often require coordinated multi-agency intervention.

Schools may work alongside:

- Children's Social Care;
- Family Help services;
- Education Welfare Services;
- Health Services;
- Police;
- Virtual School Heads;
- Alternative Providers;
- safeguarding partners.

Information sharing will take place in accordance with safeguarding legislation and statutory guidance.

12.20 Recording and Monitoring

Attendance-related safeguarding concerns must be:

- recorded promptly;
- reviewed regularly;
- monitored by safeguarding leaders;
- considered alongside other safeguarding information.

Patterns of absence should always be viewed alongside:

- attendance history;
- safeguarding records;
- behavioural information;
- family circumstances;
- known vulnerabilities.

Professional curiosity should be applied to all attendance concerns.

12.21 Key Principle

Kings Academy Trust believes that:

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Every child has the right to access education in a safe environment and attendance can be one of the strongest indicators of a child's welfare.

All unexplained absence, missing episodes and attendance concerns will be considered through a safeguarding lens, ensuring that vulnerable children receive timely support, protection and intervention

13. Children in Need, Child Protection Plans, Children in Care and Multi-Agency Working

13.1 Introduction

Kings Academy Trust recognises that some children require additional help and protection to safeguard their welfare and promote positive outcomes.

The Trust is committed to working effectively with children, families and partner agencies to ensure that children receive the right support at the right time.

This section applies to children who:

- are receiving Early Help or Family Help support;
- are Children in Need;
- are subject to Child Protection Plans;
- are Children in Care;
- were previously looked after;
- have a social worker;
- require targeted safeguarding intervention.

All safeguarding practice will be informed by the principles of collaboration, early intervention and child-centred decision-making as set out in Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.

13.2 Child-Centred Practice

The welfare of the child is paramount.

Kings Academy Trust will ensure that:

- children are listened to;
- children are treated with dignity and respect;
- children's lived experiences are understood;
- children's wishes and feelings are considered;
- outcomes for children remain central to decision-making.

The Trust recognises that safeguarding interventions are most effective when children are actively involved in planning and decision-making appropriate to their age and understanding.

13.3 Children with a Social Worker

Kings Academy Trust recognises that children with a social worker may face additional safeguarding, welfare and educational challenges.

Research demonstrates that children with a social worker are more likely to experience:

- vulnerability;
- trauma;
- poor attendance;
- disrupted learning;
- mental health difficulties;
- social and emotional challenges.

The Designated Safeguarding Lead will ensure that appropriate support is provided to help these children achieve positive educational and wellbeing outcomes.

Schools will work proactively with social workers and partner agencies to strengthen protective factors and reduce risk.

13.4 Children in Need

Under Section 17 of the Children Act 1989, a Child in Need is a child who requires services to achieve or maintain a reasonable standard of health or development.

A child may be considered in need if they:

- have a disability;
- experience family difficulties;
- are vulnerable to harm;
- require additional support services.

Where a child is subject to a Child in Need Plan, Kings Academy Trust will:

- support agreed interventions;
- contribute to assessments;
- attend review meetings;
- provide relevant information;
- monitor attendance, progress and wellbeing.

The school will work collaboratively with professionals to support positive outcomes.

13.5 Children Subject to Child Protection Plans

A Child Protection Plan is implemented where a child is assessed as being at continuing risk of significant harm.

Where a child is subject to a Child Protection Plan, the Trust will:

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- prioritise safeguarding oversight;
- contribute to Child Protection Conferences;
- attend Core Group meetings;
- share safeguarding information promptly;
- complete reports when requested;
- support implementation of agreed actions.

The Designated Safeguarding Lead will maintain oversight of all Child Protection Plans and ensure actions are completed within agreed timescales.

13.6 Core Groups and Review Meetings

Kings Academy Trust will actively participate in multi-agency safeguarding meetings.

This may include:

- Child Protection Conferences;
- Review Conferences;
- Core Group Meetings;
- Child in Need Reviews;
- Family Help Meetings;
- Strategy Discussions;
- Multi-Agency Risk Management Meetings.

Relevant information will be shared professionally, proportionately and in a timely manner.

Attendance at safeguarding meetings is a key safeguarding responsibility.

13.7 Children in Care

Kings Academy Trust recognises that Children in Care often face increased vulnerability as a result of:

- trauma;
- disrupted attachments;
- instability;
- adverse childhood experiences;
- interrupted education.

The Trust is committed to improving educational outcomes and promoting stability for Children in Care.

Each school will appoint a Designated Teacher for Children in Care in accordance with statutory requirements.

13.8 The Role of the Designated Teacher

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The Designated Teacher will:

- advocate for Children in Care;
- monitor progress and attainment;
- support attendance and engagement;
- contribute to Personal Education Plans (PEPs);
- liaise with carers and professionals;
- support transitions;
- promote high aspirations.

The Designated Teacher will work closely with the Designated Safeguarding Lead to ensure safeguarding and educational needs are effectively addressed.

13.9 Personal Education Plans (PEPs)

The Trust will contribute to the development, implementation and review of Personal Education Plans.

PEPs should:

- identify strengths and needs;
- establish clear educational targets;
- identify barriers to learning;
- allocate support and interventions;
- promote educational achievement.

The Trust recognises the importance of maintaining ambition and high expectations for Children in Care.

13.10 Previously Looked After Children

Previously Looked After Children may continue to experience vulnerability following adoption, special guardianship or child arrangements orders.

Schools will ensure that appropriate support is available to meet identified needs.

Support may include:

- pastoral intervention;
- safeguarding oversight;
- SEND support;
- emotional wellbeing support;
- external agency involvement.

The Trust recognises that the impact of early trauma may continue long after statutory care arrangements have ended.

13.11 The Virtual School

Kings Academy Trust will work closely with the Virtual School to promote positive outcomes for:

- Children in Care;
- Previously Looked After Children;
- children with a social worker, where applicable.

The Virtual School can provide:

- advice;
- challenge;
- training;
- support;
- educational oversight.

Appropriate collaboration will be maintained to support safeguarding and educational achievement.

13.12 Multi-Agency Working

Effective safeguarding depends upon strong multi-agency partnership working.

Kings Academy Trust will work collaboratively with:

- Children's Social Care;
- Family Help Services;
- Police;
- Health Services;
- Virtual Schools;
- Educational Psychologists;
- Alternative Providers;
- Youth Justice Services;
- Safeguarding Partners;
- voluntary and community organisations.

Information will be shared appropriately to promote children's welfare and protect them from harm.

13.13 Information Sharing

The Trust recognises that effective safeguarding requires timely and appropriate information sharing.

The Designated Safeguarding Lead will ensure that information is shared:

- lawfully;
- proportionately;
- accurately;
- securely;
- in the best interests of the child.

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Fear of sharing information should never result in a child remaining at risk of harm.

13.14 Professional Challenge and Escalation

Kings Academy Trust expects staff to use professional curiosity and professional challenge where concerns arise.

Where staff believe:

- decisions are placing a child at risk;
- agencies are not responding appropriately;
- safeguarding concerns remain unresolved;

they must escalate concerns through appropriate channels.

The Trust supports a culture where respectful challenge is viewed as an essential safeguarding responsibility.

13.15 Support During Transitions

Transitions can increase vulnerability for some children.

This includes:

- starting school;
- moving schools;
- transition between phases;
- moving into care;
- moving placement;
- returning from alternative provision.

Appropriate safeguarding and welfare information will be transferred promptly to support continuity of care and protection.

13.16 Monitoring and Quality Assurance

The Trust will maintain oversight of children who are:

- Children in Need;
- subject to Child Protection Plans;
- Children in Care;
- Previously Looked After Children;
- children with a social worker.

This may include:

- safeguarding reviews;

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- attendance monitoring;
- safeguarding supervision;
- quality assurance activity;
- case file audits;
- governor and trustee reporting.

This oversight helps ensure children receive timely and effective support.

13.17 Family Help and Early Intervention

In line with Working Together to Safeguard Children 2026, Kings Academy Trust recognises the importance of coordinated Family Help support.

Where needs can be addressed without statutory intervention, schools will:

- contribute to assessments;
- support intervention plans;
- work with families;
- coordinate support with agencies where appropriate.

Early intervention remains one of the most effective means of improving outcomes for children and families.

13.18 Key Principle

Kings Academy Trust believes that:

Every child deserves timely help, effective protection and the opportunity to achieve their full potential.

Through effective partnership working, strong safeguarding leadership and a child-centred approach, the Trust will work proactively to ensure that vulnerable children receive the support, protection and advocacy they need to thrive.

14. Safeguarding Through the Curriculum, Personal Development and Pupil Voice

14.1 Introduction

Kings Academy Trust recognises that safeguarding is not solely achieved through policies and procedures. Effective safeguarding also requires children to be taught the knowledge, skills, attitudes and behaviours needed to keep themselves safe, develop resilience and seek help when needed.

The Trust is committed to providing a broad and balanced curriculum that:

- supports personal development;
- promotes emotional wellbeing;
- develops resilience;
- encourages healthy relationships;

- teaches children how to recognise risk;
- enables children to make informed decisions;
- empowers children to seek help and support.

Safeguarding education forms an integral part of the Trust's whole-school safeguarding approach.

14.2 Safeguarding Through the Curriculum

Safeguarding themes will be embedded throughout the curriculum and wider school life.

Children will be taught how to:

- recognise unsafe situations;
- identify trusted adults;
- understand healthy relationships;
- recognise abuse and exploitation;
- stay safe online;
- manage peer pressure;
- develop resilience;
- seek support when worried.

Safeguarding education will be progressive, age-appropriate and responsive to the needs of pupils and emerging risks.

14.3 Relationships Education, Relationships and Sex Education (RSE) and Health Education

Kings Academy Trust will deliver Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with statutory requirements.

Through these subjects, pupils will learn about:

Healthy Relationships

- respect;
- kindness;
- consent;
- trust;
- appropriate boundaries;
- positive communication.

Personal Safety

- recognising risky situations;
- seeking help;
- personal boundaries;
- identifying trusted adults.

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Emotional Wellbeing

- self-esteem;
- resilience;
- emotional literacy;
- managing anxiety and stress;
- accessing support.

Online Relationships

- respectful online behaviour;
- digital communication;
- online consent;
- online safety.

The curriculum will support safeguarding by helping pupils understand how to recognise concerns and protect themselves from harm.

Consent Education

From September 2026, the Trust will ensure that age-appropriate consent education is embedded throughout Relationships and Sex Education delivery.

Pupils will learn:

- what consent means in different contexts;
- that consent must be freely given, informed, enthusiastic and ongoing;
- how to recognise when consent is absent or has been withdrawn;
- the legal framework surrounding consent;
- how to communicate personal boundaries clearly and respectfully;
- how to respond when boundaries are not respected.

Consent education will be progressive across all year groups and will address both online and offline contexts.

14.4 Online Safety Education

Online safety education will be delivered across the curriculum and through dedicated learning opportunities.

Pupils will be taught about:

- online risks;
- online grooming;
- cyberbullying;
- social media safety;
- online exploitation;
- misinformation;
- privacy and security;
- responsible technology use;

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- artificial intelligence and emerging technologies.

Children will be encouraged to think critically about online information and understand how to report concerns.

Education will reflect current and emerging online safeguarding risks.

14.5 Consent and Healthy Relationships

The Trust recognises the importance of teaching children about consent and healthy relationships.

Pupils will learn:

- the meaning of consent;
- the importance of respect;
- appropriate personal boundaries;
- recognising coercive or controlling behaviour;
- how to respond when behaviour causes concern.

Learning will be age-appropriate and aligned to statutory curriculum requirements.

14.6 Child-on-Child Abuse Awareness

The curriculum will help pupils understand that child-on-child abuse is unacceptable.

Education will address:

- bullying;
- prejudice-based bullying;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- online abuse;
- image-based abuse.

Children will be taught:

- how to seek help;
- how to report concerns;
- how to support others safely;
- how schools will respond to reports.

The Trust promotes a culture where abuse is challenged and concerns are taken seriously.

14.7 Mental Health and Emotional Wellbeing

Kings Academy Trust is committed to promoting positive mental health and emotional wellbeing.

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Pupils will be taught:

- emotional awareness;
- self-regulation;
- coping strategies;
- resilience;
- help-seeking behaviours;
- positive relationships.

Schools will promote environments where children:

- feel valued;
- feel listened to;
- feel safe;
- know where to seek support.

Mental wellbeing education supports both safeguarding and wider educational outcomes.

14.8 Equality, Diversity and Inclusion

The Trust is committed to promoting equality, diversity and inclusion.

Through the curriculum and wider school experiences, pupils will learn:

- the importance of respect;
- understanding differences;
- empathy;
- tolerance;
- inclusion;
- challenging discrimination.

Children will be encouraged to celebrate diversity and understand the importance of treating others with dignity and respect.

14.9 Fundamental British Values

In accordance with statutory guidance, Kings Academy Trust actively promotes Fundamental British Values.

Pupils will be taught about:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those with different faiths and beliefs.

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The promotion of these values supports safeguarding by helping children:

- understand rights and responsibilities;
- challenge extremist narratives;
- respect others;
- participate positively within society.

14.10 Protective Behaviours and Risk Awareness

The Trust will support pupils to develop protective behaviours and risk awareness.

Pupils will learn:

- how to recognise unsafe situations;
- how to assess risk;
- how to respond to concerns;
- how to seek help;
- how to keep themselves and others safe.

This includes learning linked to:

- exploitation;
- online risks;
- substance misuse;
- dangerous behaviours;
- peer influence.

14.11 Pupil Voice

Kings Academy Trust believes that listening to children is central to effective safeguarding.

Schools will provide opportunities for pupils to express their views through:

- pupil voice activities;
- surveys;
- school councils;
- focus groups;
- pastoral systems;
- safeguarding discussions.

Children will be encouraged to share concerns, contribute ideas and participate in decisions affecting their wellbeing where appropriate.

14.12 Trusted Adults

All pupils should know:

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- who they can talk to;
- how to seek help;
- where to access support;
- how to report safeguarding concerns.

Schools will ensure that safeguarding support is visible, accessible and understood by children.

Children should feel confident that concerns will be listened to and acted upon.

14.13 Attendance, Behaviour and Personal Development

Safeguarding education will be reinforced through:

- behaviour expectations;
- attendance promotion;
- pastoral support;
- enrichment activities;
- assemblies;
- wider personal development programmes.

These experiences help children develop confidence, responsibility and resilience.

14.14 Extra-Curricular Activities and Educational Visits

The Trust recognises that educational visits, clubs and enrichment activities contribute positively to children's personal development and wellbeing.

Safeguarding arrangements will apply to all off-site activities and extra-curricular provision.

Children will be supported to:

- participate safely;
- manage risk appropriately;
- develop independence;
- strengthen social and emotional skills.

14.15 Working with Parents and Carers

Kings Academy Trust recognises that parents and carers play a vital role in safeguarding and personal development.

Schools will work in partnership with families to promote:

- online safety;
- healthy relationships;
- attendance;
- wellbeing;

- personal safety.

Information, guidance and support will be provided where appropriate to strengthen safeguarding messages between home and school.

14.16 Safeguarding Culture

The Trust is committed to fostering a culture where:

- children feel safe;
- children feel valued;
- diversity is respected;
- concerns are reported;
- wellbeing is promoted;
- safeguarding is everyone's responsibility.

This culture extends beyond the curriculum and is embedded throughout daily school life.

14.17 Key Principle

Kings Academy Trust believes that:

Safeguarding is strengthened when children are empowered with the knowledge, skills, confidence and resilience to recognise risk, make safe choices and seek help when needed.

Through an effective curriculum, strong relationships and meaningful pupil participation, the Trust seeks to equip every child with the tools they need to remain safe, healthy and successful.

15. Safeguarding Governance, Monitoring, Audit and Quality Assurance

15.1 Introduction

Kings Academy Trust is committed to maintaining the highest standards of safeguarding practice across all schools and services.

Effective safeguarding requires robust governance, professional challenge, quality assurance and continuous improvement. The Trust Board, Local Governing Bodies, Executive Leaders and school leaders share responsibility for ensuring that safeguarding arrangements are effective, compliant and child-centred.

The Trust will regularly review safeguarding practice to ensure statutory responsibilities are fulfilled and that children remain safe, supported and protected.

15.2 Safeguarding Governance

The Trust Board retains ultimate responsibility for safeguarding across Kings Academy Trust.

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Trustees will ensure that:

- safeguarding remains a strategic priority;
- statutory safeguarding duties are fulfilled;
- sufficient resources are allocated to safeguarding;
- safeguarding policies are reviewed annually;
- safeguarding risks are identified and managed;
- appropriate assurance systems are in place;
- safeguarding culture is monitored and challenged.

The Trust Board will receive regular safeguarding reports to enable informed scrutiny and oversight.

15.3 Local Governing Body Oversight

Local Governing Bodies will provide monitoring, challenge and support regarding safeguarding within individual schools.

Governors will:

- monitor safeguarding effectiveness;
- review safeguarding data and trends;
- examine attendance and exclusion patterns;
- receive safeguarding updates;
- support safeguarding improvement planning;
- participate in safeguarding visits and monitoring activities.

Governors must maintain strategic oversight whilst avoiding operational involvement in individual safeguarding cases.

15.4 Role of the Safeguarding Governor

Each school will appoint a Safeguarding Governor.

The Safeguarding Governor will:

- meet regularly with the DSL;
- review safeguarding practices;
- monitor implementation of policies;
- consider audit findings;
- review training compliance;
- provide challenge and support;
- report safeguarding matters to governors.

The Safeguarding Governor does not manage individual safeguarding concerns or undertake investigations.

15.5 Trust-Wide Safeguarding Oversight

The Trust Director of Safeguarding and Inclusion will provide strategic oversight and assurance across all schools.

Responsibilities include:

- supporting DSLs;
- quality assuring safeguarding arrangements;
- auditing safeguarding practice;
- analysing safeguarding themes and trends;
- providing supervision and challenge;
- supporting complex safeguarding cases;
- monitoring statutory compliance;
- reporting to senior leaders and trustees.

This oversight supports consistency and continuous improvement across the Trust.

15.6 Safeguarding Audits

Kings Academy Trust will undertake regular safeguarding audits to evaluate the effectiveness of safeguarding arrangements.

Audits may include review of:

- policies and procedures;
- safeguarding records;
- CPOMS recording;
- safeguarding training;
- attendance processes;
- safer recruitment;
- the Single Central Record;
- online safety arrangements;
- filtering and monitoring systems;
- multi-agency working.

Audit findings will be used to inform school and Trust improvement priorities.

15.7 Safeguarding Monitoring Activities

Monitoring activities may include:

- safeguarding reviews;
- file audits;
- learning walks;
- governor visits;
- pupil voice activities;
- staff surveys;
- supervision reviews;

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- policy compliance reviews;
- safeguarding practice reviews.
- mobile phone policy implementation and impact;
- filtering and monitoring system effectiveness;
- AI-related safeguarding concerns and responses;

Monitoring activities help ensure that safeguarding arrangements are embedded and effective.

15.8 Safeguarding Data and Trend Analysis

The Trust will review safeguarding information regularly to identify:

- emerging themes;
- patterns of concern;
- vulnerability trends;
- attendance concerns;
- behaviour trends;
- exploitation risks;
- safeguarding workload;
- effectiveness of interventions.

Analysis may include monitoring of:

- CPOMS data;
- referrals to Children's Social Care;
- Child Protection Plans;
- Children in Need;
- children with social workers;
- exclusions and suspensions;
- attendance data;
- bullying incidents;
- child-on-child abuse incidents.

Data analysis supports early intervention and strategic planning.

15.9 Safeguarding Supervision

Kings Academy Trust recognises the importance of safeguarding supervision in supporting effective practice and staff wellbeing.

Safeguarding supervision provides opportunities to:

- reflect on practice;
- review complex cases;
- discuss decision-making;
- identify support needs;
- strengthen professional curiosity;

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- promote professional challenge.

Safeguarding leaders will have access to appropriate safeguarding supervision arrangements.

15.10 Staff Training Monitoring

The Trust will maintain oversight of safeguarding training compliance.

Schools will ensure that:

- induction training is completed;
- statutory safeguarding training is completed;
- safeguarding updates are provided regularly;
- training records are maintained;
- role-specific training is monitored.

Training compliance will be reviewed periodically as part of safeguarding quality assurance processes.

15.11 Reviewing the Effectiveness of Safeguarding

The effectiveness of safeguarding arrangements will be evaluated through:

- safeguarding audits;
- governor scrutiny;
- internal reviews;
- external reviews;
- staff feedback;
- pupil voice;
- parental feedback;
- safeguarding outcomes.

The Trust will consider not only compliance with statutory requirements but also the impact of safeguarding practice on children's experiences and outcomes.

15.12 Safeguarding Incident Reviews

Where serious safeguarding incidents occur, the Trust may undertake a review to identify:

- lessons learned;
- strengths in practice;
- areas for improvement;
- procedural changes required;
- staff training needs.

Reviews will focus on improving safeguarding systems and outcomes for children.

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15.13 Learning from Safeguarding Reviews

Kings Academy Trust is committed to learning from:

- Child Safeguarding Practice Reviews;
- Local Child Safeguarding Practice Reviews;
- Serious Case Reviews;
- Domestic Homicide Reviews;
- local safeguarding partnership publications;
- national safeguarding guidance.

Learning will be incorporated into:

- policy development;
- staff training;
- safeguarding procedures;
- monitoring activities.

This ensures safeguarding practice remains informed by national and local learning.

15.14 Complaints Relating to Safeguarding

Safeguarding complaints will be taken seriously and considered promptly.

Concerns may be raised by:

- pupils;
- parents or carers;
- staff;
- professionals;
- members of the public.

Complaints will be managed through:

- safeguarding procedures;
- Trust complaints processes;
- whistleblowing arrangements where appropriate.

Safeguarding complaints will always be assessed through a child protection lens.

15.15 Whistleblowing and Professional Challenge

Kings Academy Trust promotes a culture where professional challenge is welcomed and concerns can be raised safely.

Staff are expected to challenge where they believe:

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- safeguarding practice is ineffective;
- children remain at risk;
- concerns have not been acted upon appropriately;
- statutory requirements are not being met.

Whistleblowing procedures are available to all staff and should be used where concerns cannot be resolved through normal channels.

15.16 Continuous Improvement

Safeguarding is a dynamic area of practice and requires ongoing review and development.

The Trust will:

- review safeguarding arrangements regularly;
- update procedures when guidance changes;
- respond to emerging safeguarding risks;
- implement lessons learned;
- develop staff knowledge and skills;
- maintain high safeguarding standards.

Continuous improvement is fundamental to effective safeguarding leadership.

15.17 Annual Safeguarding Report

The Director of Safeguarding and Inclusion will provide safeguarding assurance information to Trustees through regular reporting arrangements.

Reports may include:

- safeguarding trends and themes;
- audit outcomes;
- training compliance;
- attendance and vulnerability data;
- serious incidents;
- quality assurance findings;
- safeguarding priorities and actions.

This enables Trustees to fulfil their strategic safeguarding responsibilities and provide effective challenge and oversight.

15.18 Key Principle

Kings Academy Trust believes that:

Effective safeguarding requires strong governance, rigorous quality assurance, professional challenge and a culture of continuous improvement.

By maintaining robust oversight and a relentless focus on children's welfare, the Trust seeks to ensure that safeguarding arrangements remain effective, compliant and responsive to the needs of all children.

16. Policy Review, Local Safeguarding Arrangements and Associated Policies

16.1 Policy Status

This Child Protection and Safeguarding Policy applies to all schools and settings within Kings Academy Trust and should be read alongside school-specific safeguarding information, local safeguarding partnership procedures and Trust policies.

This policy applies to:

- all employees;
- governors and trustees;
- agency staff;
- volunteers;
- contractors;
- visitors;
- anyone working on behalf of the Trust.

All adults working within Kings Academy Trust have a responsibility to safeguard and promote the welfare of children.

16.2 Policy Availability

Kings Academy Trust will ensure that this policy is:

- published on school websites;
- available to parents and carers upon request;
- accessible to staff;
- available to governors and trustees;
- reviewed regularly.

A copy of this policy will be provided during induction and safeguarding training arrangements.

16.3 Policy Review Cycle

This policy will be reviewed annually by Kings Academy Trust to ensure continued compliance with statutory requirements and safeguarding guidance.

The policy will also be reviewed when:

- legislation changes;
- statutory guidance is updated;
- local safeguarding procedures change;

- serious safeguarding incidents occur;
- safeguarding reviews identify a need for amendment;
- Trust safeguarding arrangements change.

Minor amendments may be made throughout the year without requiring a full policy review where legislative or procedural updates necessitate immediate changes.

16.4 Responsibility for Review

The Director of Safeguarding and Inclusion will coordinate the review of this policy.

The review process will include consideration of:

- statutory guidance;
- safeguarding audit findings;
- safeguarding practice reviews;
- training feedback;
- safeguarding trends;
- governor and trustee feedback;
- lessons learned from serious incidents.

The final policy will be approved by the Trust Board.

16.5 Local Safeguarding Arrangements

Kings Academy Trust will work in partnership with the safeguarding arrangements operating within each local authority area in which Trust schools are located.

Schools will:

- comply with local safeguarding procedures;
- participate in safeguarding partnership activity;
- attend multi-agency meetings;
- contribute to safeguarding reviews;
- follow local referral pathways.

Each school will maintain up-to-date local safeguarding contact information.

16.6 Designated Safeguarding Lead Information

Each school will maintain a current safeguarding contact page which includes:

- Designated Safeguarding Lead details;
- Deputy Designated Safeguarding Lead details;
- Headteacher details;
- Chair of Governors contact details;
- Trust safeguarding contact information.

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This information will be:

- available to staff;
- displayed prominently within school;
- available to pupils;
- published on school websites where appropriate.

The school-specific safeguarding contact information will form **Appendix A** of this policy.

16.7 Local Authority Contact Information

Each school will maintain current contact information for:

- Children's Social Care;
- Family Help Services;
- Education Welfare Services;
- Police;
- Local Authority Designated Officer (LADO);
- Prevent Team;
- Emergency Duty Teams;
- Safeguarding Partnerships.

This information will be reviewed regularly to ensure accuracy.

Local authority contact information will form **Appendix D** of this policy.

16.8 Associated Policies

This policy should be read in conjunction with the following Kings Academy Trust policies and procedures:

Safeguarding and Child Protection

- Staff Code of Conduct
- Whistleblowing Policy
- Allegations Against Staff Policy
- Low-Level Concerns Policy
- Online Safety Policy
- Filtering and Monitoring Policy
- Acceptable Use Policies
- Mobile Phone Policy
- Allergy Safety Policy

Behaviour and Wellbeing

- Behaviour Policy & Anti Bullying policy
- Attendance Policy

- Suspension and Exclusion Policy
- Mental Health and Wellbeing Policy

Recruitment and Employment

- Safer Recruitment Policy
- Recruitment and Selection Procedures
- Contractor Procedures

Inclusion and Equality

- SEND Policy
- Equality Policy
- Accessibility Plan
- Relationships and Sex Education Policy

Governance and Data Protection

- Data Protection Policy
- Records Retention Policy
- Complaints Policy
- Health and Safety Policy

Associated policies support and strengthen safeguarding arrangements across the Trust.

16.9 Staff Awareness

All staff are required to:

- read and understand this policy;
- comply with safeguarding procedures;
- undertake safeguarding training;
- act in accordance with statutory guidance;
- report concerns immediately.

Safeguarding training and updates will reinforce key policy requirements throughout the academic year.

16.10 Governor and Trustee Responsibilities

Governors and Trustees will:

- review safeguarding effectiveness;
- monitor implementation of this policy;
- receive safeguarding assurance reports;
- challenge leaders where appropriate;
- ensure statutory compliance.

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Annual safeguarding reviews will provide assurance regarding implementation of this policy across the Trust.

16.11 Monitoring Compliance

Compliance with this policy will be monitored through:

- safeguarding audits;
- safeguarding supervision;
- policy reviews;
- governance monitoring;
- safeguarding visits;
- Single Central Record checks;
- quality assurance processes;
- reporting and challenge arrangements.

Any areas of non-compliance will be addressed through appropriate action planning and monitoring.

16.12 Equality Impact

Kings Academy Trust is committed to ensuring that safeguarding arrangements are inclusive and accessible.

Implementation of this policy will take account of:

- protected characteristics under the Equality Act 2010;
- additional vulnerabilities;
- SEND needs;
- cultural considerations;
- language needs;
- barriers to disclosure.

Safeguarding support will be responsive to the individual needs of children and families.

16.13 Key Principle

Kings Academy Trust believes that:

Safeguarding is everyone's responsibility and effective safeguarding relies upon strong leadership, clear procedures, professional curiosity, partnership working and a relentless commitment to protecting children from harm.

Through the implementation of this policy, Kings Academy Trust will continue to promote a culture where children are safe, listened to, supported and able to achieve their full potential.

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APPENDIX A

SCHOOL SAFEGUARDING CONTACTS

Kings Academy Trust Strategic Safeguarding Contacts

Role	Name	Contact Details
Chief Executive Officer	Mrs A Nicholson	0161 475 0602
Director of Safeguarding and Inclusion	Mrs M Navin	0161 475 0602
Chair of Trustees	Mr L Cooper	0161 475 0602
Trust Safeguarding Governor/Trustee Lead	Mrs V Collinson	0161 475 0602

School Safeguarding Contacts

Oakwood Academy

Role	Name	Contact Details
Executive Headteacher (DSL)	Mrs L Southwood	0161 464 9951

Head of School (DSL)	Mr D Jones	0161 464 9951
Deputy DSL	Mrs L Campbell	0161 464 9951
Deputy DSL	Mrs C King	0161 464 9951
SENCO	Mrs C King	0161 464 9951
Designated Teacher for Children in Care	Mr D Jones	0161 464 9951
Safeguarding Governor	Mrs J Martin	0161 464 9951

King's College

Role	Name	Contact Details
Executive Headteacher	Mrs L Southwood	0161 464 9951
Head of College	Mrs E Capell	0161 464 9951
Deputy DSL	Mr D O'Sullivan	0161 464 9951
Deputy DSL	Miss D Partington	0161 464 9951
SENCO	Mrs E Capell	0161 464 9951
Designated Teacher for Children in Care	Mrs E Capell	0161 464 9951
Safeguarding Governor	Mrs J Martin	0161 464 9951

The Kassia Academy

Role	Name	Contact Details
Headteacher (DSL)	Mr G Prime	01925 452 010
Designated Safeguarding Lead (DSL)	Mr G Prime	01925 452 010
Deputy DSL	Mrs L Seabrook	01925 452 010
Deputy DSL	Mrs J Taylor	01925 452 010
SENCO	Mrs J Taylor	01925 452 010
Designated Teacher for Children in Care	Mr G Prime	01925 452 010
Safeguarding Governor	Ms J Westwood	01925 452 010

Arbour Academy

Role	Name	Contact Details
Headteacher (DSL)	Mr G Owen	0161 464 3483
Designated Safeguarding Lead (DSL)	Mr G Owen	0161 464 3483
Deputy DSL	Mrs E Cohen	0161 464 3483
Deputy DSL	Miss S Booth	0161 464 3483
SENCO	Mrs E Cohen	0161 464 3483
Designated Teacher for Children in Care	Mr G Owen	0161 464 3483
Safeguarding Governor	Ms J Martin	0161 464 3483

Moss Valley Primary Academy

Role	Name	Contact Details
Executive Headteacher	Mr D Nightingale	0161 464 0695

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Head of School (DSL)	Mrs K Pugh	0161 464 0695
Deputy DSL	Ms R Hunter	0161 464 0695
Deputy DSL	Mr K West	0161 464 0695
SENCO	Mrs S Lewis	0161 464 0695
Designated Teacher for Children in Care	Mrs K Pugh	0161 464 0695
Safeguarding Governor	Mrs S Farnbank	0161 464 0695

The Deans Primary Academy

Role	Name	Contact Details
Executive Headteacher	Mr D Nightingale	0161 464 3170
Head of School (DSL)	Mrs B Shepherd	0161 464 3170
Deputy DSL	Mrs L Fullman	0161 464 3170
Deputy DSL		0161 464 3170
SENCO	Mrs B Shepherd	0161 464 3170
Designated Teacher for Children in Care	Mrs B Shepherd	0161 464 3170
Safeguarding Governor	Mrs S Farnbank	0161 464 3170

Reporting Safeguarding Concerns

All staff must report safeguarding concerns immediately to:

1. The Designated Safeguarding Lead (DSL).
2. A Deputy Designated Safeguarding Lead if the DSL is unavailable.
3. The Headteacher if concerns relate to safeguarding leadership.
4. Children's Social Care directly if a child is at immediate risk of significant harm.

In an emergency, staff should contact:

Police: 999

Where a child is believed to be at risk of immediate harm, action must not be delayed whilst attempting to contact school safeguarding staff.

Key Safeguarding Responsibilities

Designated Safeguarding Lead

The DSL is responsible for:

- leading safeguarding arrangements within the school;
- managing safeguarding referrals;
- acting as the main safeguarding contact;
- maintaining safeguarding records;
- providing safeguarding advice and support;
- liaising with Children's Social Care and partner agencies;

- overseeing online safety and filtering and monitoring arrangements.

Deputy Designated Safeguarding Leads

Deputies will:

- support the DSL;
- provide safeguarding cover;
- manage delegated safeguarding responsibilities;
- contribute to safeguarding oversight and intervention.

Headteacher

The Headteacher is responsible for ensuring safeguarding arrangements are implemented effectively and safeguarding remains a whole-school priority.

Staff Safeguarding Reminder

All staff should know:

- who the DSL is;
- who the Deputy DSLs are;
- how to report concerns;
- how to access safeguarding procedures;
- how to make a referral should this become necessary.
- **If in doubt, report it.**

APPENDIX B

CHILD PROTECTION AND SAFEGUARDING REPORTING FLOWCHART

STEP 1 | IDENTIFY A CONCERN

- Direct disclosure from a child
- Something seen or overheard
- Welfare concern or behavioural change
- Attendance concerns or online activity
- Information from another person or agency

IF IN DOUBT, REPORT IT.

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STEP 2 | LISTEN, OBSERVE AND RECORD

Where a child discloses information:

DO	DO NOT
• Listen carefully and remain calm • Take the child seriously • Reassure them they have done the right thing • Use the child's own words where possible • Explain that information may need to be shared to keep them safe	• Promise confidentiality • Ask leading questions • Investigate or interview the child • Confront an alleged perpetrator

STEP 3 | REPORT IMMEDIATELY

Report to the Designated Safeguarding Lead (DSL), or to a Deputy Designated Safeguarding Lead (DDSL) if the DSL is unavailable.

All concerns must be reported on the same working day.

STEP 4 | RECORD PROMPTLY ON CPOMS

- Record facts, observations, disclosures, dates, times and actions taken.
- Avoid assumptions, personal opinions and speculative language.

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DSL REVIEW AND DECISION-MAKING

The DSL reviews the information, previous concerns, risk and relevant thresholds

STEP 5 | DSL DETERMINES THE NEXT STEP

- No further action - concern remains recorded and monitoring continues.
- School-based support - pastoral intervention, wellbeing support and monitoring.
- Early Help / Family Help - additional targeted support and multi-agency involvement where appropriate.
- Child in Need referral - Children's Social Care under section 17 of the Children Act 1989.
- Child protection referral - Children's Social Care under section 47 of the Children Act 1989.
- Police referral - where a criminal offence, immediate risk or urgent safeguarding concern exists.

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IMMEDIATE DANGER CHECK

Is the child in immediate danger or at immediate risk of significant harm?

YES - ACT NOW

- Contact Police on 999
- Contact Children's Social Care immediately
- Inform the DSL as soon as possible
- Record all actions taken

NO

- Follow the normal safeguarding reporting procedure
- Continue to monitor and report further concerns

ESCALATE IF THE CHILD MAY REMAIN AT RISK

If you believe the concern has not been taken seriously, a referral should have been made, or a child remains at risk, escalate through:

- 1. DSL
- 2. Headteacher
- 3. Director of Safeguarding and Inclusion
- 4. Children's Social Care -> 5. Local Safeguarding Partnership escalation procedures
- 6. Whistleblowing procedures

Any member of staff can refer directly to Children's Social Care if they believe a child is at risk of harm; however, you must keep your DSL updated

REPORTING CONCERNS ABOUT ADULTS

Follow the route below when the concern relates to an adult working with children

CONCERN ABOUT A MEMBER OF STAFF

Report immediately to the Headteacher.

▼

CONCERN ABOUT A HEADTEACHER

Report immediately to the Chief Executive Officer.

▼

CONCERN ABOUT THE CHIEF EXECUTIVE OFFICER

Report immediately to the Chair of Trustees.

▼

HARM THRESHOLD MET OR POSSIBLY MET

Refer to the Local Authority Designated Officer (LADO) in accordance with local procedures.

KEY SAFEGUARDING PRINCIPLES

- Safeguarding is everyone's responsibility.
- The welfare of the child is paramount.
- If in doubt, report it.
- Record concerns promptly.
- Never promise confidentiality.
- Maintain professional curiosity.
- Never assume someone else has acted.
- Listen to and consider the voice of the child.

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APPENDIX C

CATEGORIES AND INDICATORS OF ABUSE

Recognise possible indicators, record factually and report without delay

UNIVERSAL STAFF RESPONSE

POSSIBLE INDICATORS

- Notice a disclosure, injury, behaviour change, pattern or other welfare concern.
- Listen and observe; use the child's own words where possible.
- Record facts, dates, times, observations and actions promptly.

STAFF ACTION

- Report to the DSL or DDSL.
- Do not investigate, delay or assume somebody else has acted.

▼

PHYSICAL ABUSE

DEFINITION Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. It may also occur when a parent or carer fabricates or induces illness in a child.

POSSIBLE INDICATORS

- Unexplained bruises or injuries.
- Injuries inconsistent with explanations given.
- Frequent injuries or injuries in unusual locations.
- Fear of physical contact or flinching when approached.
- Inappropriate clothing used to conceal injuries.
- Reluctance to change for PE.
- Aggressive behaviour.
- Frequent absences following injury.

STAFF ACTION

- Record concerns.
- Report immediately to the DSL.
- Do not investigate.

EMOTIONAL AND SEXUAL ABUSE

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

EMOTIONAL ABUSE

DEFINITION Emotional abuse is the persistent emotional maltreatment of a child causing severe and adverse effects on emotional development.

POSSIBLE INDICATORS

- Excessive withdrawal, anxiety or fearfulness.
- Low self-esteem, depression or self-harm.
- Extreme behaviour changes or over-compliance.
- Attention-seeking behaviour.
- Developmental delay.
- Reluctance to go home.
- Difficulty forming relationships.

STAFF ACTION

- Record concerns.
- Consider patterns over time.
- Report concerns promptly.

SEXUAL ABUSE

DEFINITION Sexual abuse involves forcing or enticing a child to participate in sexual activities. It may occur online or offline and can be perpetrated by adults or children.

POSSIBLE INDICATORS

- Age-inappropriate sexualised behaviour or knowledge beyond the expected developmental level.
- Sudden behavioural changes.
- Unexplained gifts or money.
- Avoidance of specific individuals.
- Self-harm, anxiety or depression.
- Sexually transmitted infections or pregnancy.
- Online secrecy or distress linked to technology use.

STAFF ACTION

- Treat disclosures seriously.
- Record the child's words accurately.

- Report immediately to the DSL.
- Never seek further details through questioning.

NEGLECT AND CHILD CRIMINAL EXPLOITATION

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

NEGLECT

DEFINITION Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.

POSSIBLE INDICATORS

- Persistent hunger, poor hygiene or inadequate clothing.
- Frequent tiredness.
- Missed medical appointments or untreated medical issues.
- Poor attendance.
- Developmental delay.
- Lack of supervision.
- Repeated injuries.

STAFF ACTION

- Record patterns of concern.
- Report to the DSL.
- Consider wider safeguarding risks.

CHILD CRIMINAL EXPLOITATION (CCE)

POSSIBLE INDICATORS

- Unexplained money or gifts, or multiple mobile phones.
- Missing episodes or unexpected travel.
- Association with older individuals.
- Increased secrecy.
- Drug-related concerns or carrying weapons.
- School disengagement.
- Sudden behaviour change.

STAFF ACTION

- Report immediately.
- Consider county lines risks.
- Do not view the child as an offender.

CHILD SEXUAL EXPLOITATION AND CHILD-ON-CHILD ABUSE

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

CHILD SEXUAL EXPLOITATION (CSE)

POSSIBLE INDICATORS

- Older associates or receipt of gifts or money.
- Missing from home or unexplained hotel use.
- Risk-taking behaviour or substance misuse.
- Sexual health concerns.
- Online secrecy.
- Sudden changes in appearance.
- Emotional distress.

STAFF ACTION

- Report immediately to the DSL.
- Maintain professional curiosity.

CHILD-ON-CHILD ABUSE

POSSIBLE INDICATORS

- Bullying or cyberbullying.
- Physical abuse.
- Sexual harassment, sexual violence or harmful sexual behaviour.
- Initiation or hasing behaviour.
- Prejudice-based or image-based abuse.
- Reluctance to attend school, emotional distress or friendship-group difficulties.
- Injuries, attendance concerns or changes in behaviour.

STAFF ACTION

- Take all reports seriously.
- Never dismiss concerns as banter.
- Follow safeguarding procedures.

HARMFUL SEXUAL BEHAVIOUR AND DOMESTIC ABUSE

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

HARMFUL SEXUAL BEHAVIOUR (HSB)

POSSIBLE INDICATORS

- Unwanted sexual touching.
- Sexual intimidation.
- Persistent sexualised behaviour.
- Coercive behaviour.
- Sharing sexual content.
- Inappropriate sexual comments.

STAFF ACTION

- Refer immediately to the DSL.
- Consider risk to all children involved.

DOMESTIC ABUSE

POSSIBLE INDICATORS

- Anxiety or aggression.
- Poor concentration or attendance difficulties.
- Emotional withdrawal.
- Changes in behaviour.
- Low mood.
- Hypervigilance.

STAFF ACTION

- Consider the impact on the child.
- Report safeguarding concerns.

FGM AND FORCED MARRIAGE

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

FEMALE GENITAL MUTILATION (FGM)

POSSIBLE INDICATORS

- Family plans for extended travel abroad.
- Discussion of special ceremonies.
- Prolonged absence.
- Walking difficulties.
- Frequent bathroom visits.
- Disclosure by the child.

STAFF ACTION

- Report immediately to the DSL.
- Teachers must report known cases involving girls under 18 directly to the Police.

FORCED MARRIAGE

POSSIBLE INDICATORS

- Sudden overseas travel.
- Fear regarding family expectations.
- Restrictions placed on the child.
- Running away.
- Emotional distress.
- Discussions regarding marriage.

STAFF ACTION

- Report immediately.
- Do not contact family members before seeking safeguarding advice.

RADICALISATION, TRAFFICKING AND ONLINE ABUSE

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

RADICALISATION AND EXTREMISM

POSSIBLE INDICATORS

- Significant behavioural changes or isolation.
- Intolerance of others or fixed extremist views.
- Accessing extremist content.
- Use of extremist language.
- Concerning online activity.

STAFF ACTION

- Report concerns to the DSL.
- Consider a Prevent referral where appropriate.

TRAFFICKING AND MODERN SLAVERY

POSSIBLE INDICATORS

- Unexplained movement between locations.
- Limited freedom or fear of authorities.
- Inconsistent personal history.
- Poor attendance.
- Appearing controlled by others.

STAFF ACTION

- Report immediately.
- Consider exploitation risks.

ONLINE ABUSE

POSSIBLE INDICATORS

- Excessive secrecy regarding devices.
- Evidence of online grooming.
- Distress after online activity.
- Unknown messages, sharing images or cyberbullying.
- Exposure to harmful content.

STAFF ACTION

- Preserve evidence where possible.
- Report immediately to the DSL.

MENTAL HEALTH AND PROFESSIONAL CURIOSITY

Possible indicators are not proof of abuse; record and report concerns through safeguarding procedures.

MENTAL HEALTH AND SAFEGUARDING

POSSIBLE INDICATORS

- Self-harm or suicidal ideation.
- Anxiety or depression.
- Eating difficulties.
- Emotional dysregulation.
- Persistent low mood.

STAFF REMINDER

- Consider whether concerns may indicate abuse, neglect, trauma, exploitation or domestic abuse.
- Always consider mental health concerns within the wider safeguarding context.

PROFESSIONAL CURIOSITY CHECKLIST

POSSIBLE INDICATORS

- Has the child's behaviour changed?
- Is there a pattern emerging?
- Are explanations consistent?
- Could there be an underlying safeguarding concern?
- Have I recorded and reported my concerns?
- What might the child be trying to communicate?

KEY STAFF REMINDER

- See it. Hear it. Record it. Report it.
- Do not investigate.
- Do not delay.
- Do not assume somebody else has acted.

APPENDIX D

LOCAL AUTHORITY, LADO, POLICE, PREVENT AND SAFEGUARDING PARTNER CONTACTS

Quick access to safeguarding contacts and referral pathways

PURPOSE OF THIS APPENDIX

This appendix provides staff with quick access to key safeguarding contacts and referral pathways.

All staff should be familiar with local reporting arrangements and know how to access safeguarding support when required.

Each school must review this appendix annually and whenever contact details change.

EMERGENCY CONTACTS

Service	Contact
Emergency Services	999
Police (Non-Emergency)	101
NHS Emergency	999
NHS Non-Emergency	111
Childline	0800 1111
NSPCC Helpline	0808 800 5000

SCHOOL SAFEGUARDING CONTACTS

Refer to Appendix A for school-specific details.

Role	Contact
Designated Safeguarding Lead (DSL)	See Appendix A
Deputy Designated Safeguarding Lead(s)	See Appendix A
Headteacher	See Appendix A
Director of Safeguarding and Inclusion	See Appendix A
Chair of Trustees	See Appendix A

CHILDREN'S SOCIAL CARE REFERRALS

Use the referral pathway for the local authority in which the child resides

REFERRAL THRESHOLD

Where a child is suffering, or is likely to suffer, significant harm, a referral must be made immediately to Children's Social Care.

Do not delay because the DSL is unavailable.

Local Authority	Contact Number	Referral Route
Salford Local Authority	0161 603 4500	Salford Childrens Portal
Warrington Local Authority	01925 443 322	Warrington Children Services

EMERGENCY DUTY TEAM (OUT OF HOURS)

Where urgent safeguarding concerns arise outside normal office hours, refer to the Emergency Duty Team.

Local Authority	Emergency Duty Team Contact
Salford	0161 794 8888 4.30pm -8.30am
Warrington	01925 443322 – Option 2

IMMEDIATE RISK PATHWAY

If a child is at immediate risk of harm, contact emergency services and Children's Social Care without delay.

Emergency Services: 999

LADO, POLICE AND PREVENT CONTACTS

Quick-reference contacts and referral pathways

LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The LADO manages allegations and safeguarding concerns relating to adults working with children. Consult the LADO where an adult may have:

- Harmed a child.
- Committed a criminal offence against a child.
- Behaved in a way that may pose a risk to children.
- Behaved in a way indicating they may be unsuitable to work with children.

Local Authority	LADO Contact
Salford	0161 603 4350 Salford LADO
Warrington	01925 442 079 lado@warrington.gov.uk

POLICE SAFEGUARDING TEAMS

Specialist police support may be required for child abuse, exploitation, county lines, missing children, domestic abuse, online crime or serious violence.

Involve Police immediately where a criminal offence has occurred or a child is at imminent risk.

PREVENT CONTACTS

Service	Contact
Local Prevent Team Salford	Denee Cassidy. Denee.cassidy@salford.gov.uk
Local Prevent Team Warrington	01606 365 239 0777 551 6940 prevent@cheshire.pnn.police.uk
Police Emergency	999
Police Non-Emergency	101

CHANNEL PANEL REFERRALS

Channel is a multi-agency safeguarding programme supporting individuals vulnerable to being drawn into terrorism.

Discuss referrals with the DSL, Prevent professionals and local safeguarding partners.

Channel Helpline: **020 7340 7264**

The welfare of the child remains paramount throughout the Channel process.

SAFEGUARDING PARTNERS AND MULTI-AGENCY SUPPORT

Quick-reference contacts and referral pathways

SAFEGUARDING PARTNERSHIP CONTACTS

Kings Academy Trust works closely with local safeguarding partnerships.

Safeguarding Partnership	Contact Details
Salford Safeguarding Children Partnership	Salford Safeguarding Children Partnership
Warrington Safeguarding Children Partnership	Warrington Safeguarding Partnership.

MULTI-AGENCY SUPPORT SERVICES

Schools may work alongside:

- Family Help and Early Help Services.
- Educational Psychology Services and CAMHS.
- School Nursing and Domestic Abuse Services.
- Youth Justice and Substance Misuse Services.
- Virtual School Teams and Attendance Services.

Each school should maintain contact information relevant to its community.

NATIONAL SAFEGUARDING SUPPORT ORGANISATIONS

Organisation	Contact
NSPCC Helpline	0808 800 5000
Childline	0800 1111
CEOP	www.ceop.police.uk
Samaritans	116 123
Refuge National Domestic Abuse Helpline	0808 2000 247
Crimestoppers	0800 555 111
Forced Marriage Unit	020 7008 0151
Modern Slavery Helpline	08000 121 700

INFORMATION SHARING AND STAFF CHECKLIST

Quick-reference contacts and referral pathways

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INFORMATION SHARING

When sharing safeguarding information, schools should ensure that:

- Information is necessary and proportionate.
- Records are maintained securely.
- Safeguarding concerns are not delayed because of uncertainty about information sharing.
- The DSL is consulted where appropriate.

The Data Protection Act 2018 and UK GDPR do not prevent information sharing where a child is at risk of harm.

▼

KEY CONTACT CHECKLIST FOR STAFF

- Know who the DSL is.
- Know who the Deputy DSLs are.
- Know how to contact Children's Social Care.
- Know how to contact emergency services.
- Know how to contact the LADO.
- Know how to escalate concerns.

- Know how to access local safeguarding procedures.

▼

KEY PRINCIPLE

If a child is at immediate risk of harm, staff must act immediately.

Do not delay because a DSL is unavailable.

Do not delay because consent has not been obtained.

Do not delay because further evidence is needed.

Safeguarding concerns must always be reported and recorded promptly.

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APPENDIX E

INCLUSION STRATEGY STATEMENT

Introduction

From September 2026, Ofsted requires all schools to publish an inclusion strategy on their website. This strategy must set out how the school's overall funding allocation will be used to meet pupils' specific needs and improve inclusive practice across the school.

This appendix provides a framework for schools within Kings Academy Trust to develop their individual inclusion strategies.

Purpose of the Inclusion Strategy

Each school's inclusion strategy will:

- demonstrate the school's commitment to inclusive education;
- explain how funding is allocated to support pupils with additional needs;
- set out how barriers to learning and wellbeing are identified and addressed;
- outline the school's approach to supporting key inclusion groups;
- provide transparency for parents, carers, governors and external partners.

Key Inclusion Groups

The inclusion strategy will address provision for:

- pupils with special educational needs and disabilities (SEND);
- disadvantaged pupils;
- looked-after children and previously looked-after children;
- pupils with medical conditions;
- young carers;
- pupils at risk of exclusion;
- pupils with mental health needs;
- Pupils who face other barriers to learning and/or wellbeing.

Funding Allocation

Each school will set out:

- how the school's overall budget is allocated to support inclusive practice;
- specific use of pupil premium funding;
- deployment of SEND funding;
- use of additional grants and resources;
- how funding decisions are informed by pupil need and impact evaluation.

Leadership and Governance

The inclusion strategy will clarify:

- the role of the SENCO and their authority within school leadership;
- governance oversight of inclusion;
- how the inclusion strategy is monitored and reviewed;
- Accountability arrangements.

Engagement with Pupils and Families

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The strategy will explain how the school:

- engages proactively with pupils and families;
- identifies barriers to learning and wellbeing;
- co-produces support plans where appropriate;
- Maintains regular communication about pupil progress and wellbeing.

Publication and Review

Each school will:

- publish their inclusion strategy on the school website by September 2026;
- review the strategy at least annually;
- update the strategy when significant changes occur to funding, provision or pupil cohort;
- ensure the strategy remains accessible to all stakeholders.

This requirement applies to all schools within Kings Academy Trust, including special schools, alternative provision settings, primaries with EYFS provision, and sixth form colleges. Each setting will ensure their inclusion strategy reflects the specific needs of their pupil cohort and phase of education

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