



The Stalyhill Schools' Federation

Child Protection and Safeguarding Policy

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Safeguarding Statement

The Stalyhill Schools' Federation is committed to safeguarding and promoting the welfare of every child and expects all staff, governors, volunteers, contractors and visitors to share this commitment.

The welfare of the child is our paramount concern.

Our schools operate a federation- wide safeguarding culture where:

- safeguarding is everyone's responsibility;
- concerns are identified and acted upon promptly;
- children are listened to, believed and supported;
- decisions are always made in the best interests of the child;
- safeguarding is embedded within every aspect of school life.

We recognise that abuse, neglect, exploitation and extra-familial harm can occur both inside and outside the home, including online. Staff maintain an attitude of **"it could happen here"** and exercise professional curiosity when concerns arise.

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Section 1. Policy Statement, Ethos and Scope

Policy Statement

At Stalyhill, safeguarding and promoting the welfare of children is our highest priority. We are committed to providing a safe, caring, inclusive and respectful environment where every child feels valued, listened to and protected from harm.

We recognise that safeguarding is everyone's responsibility. Every adult working in, or on behalf of, the schools has a duty to safeguard and promote the welfare of children. All staff, governors, volunteers, contractors and visitors must share this commitment and understand their individual safeguarding responsibilities.

The welfare of the child is paramount. Every decision made by the schools will place the best interests of the child at its centre.

We are committed to maintaining a strong safeguarding culture in which:

- safeguarding is embedded across all aspects of school life;
- children feel safe, respected and able to talk to trusted adults;
- staff remain professionally curious and maintain an attitude of **"it could happen here"**;
- concerns are identified early and acted upon promptly;
- children receive the right help at the right time;
- safeguarding concerns are recorded accurately and shared appropriately;
- all adults understand that safeguarding extends beyond child protection and includes children's physical health, mental health, emotional wellbeing, online safety and protection from exploitation.

We recognise that abuse, neglect and exploitation can occur:

- within the family;
- within the community;
- online;
- through peers;
- through trusted adults;
- through organised or criminal groups.

Children may also experience harm outside their family through extra-familial contexts including schools, public spaces, online environments and peer groups. We will work collaboratively with safeguarding partners and other agencies whenever concerns arise.

Our Ethos

At Stalyhill, we believe every child has the right to:

- be safe;
- be heard;
- be respected;
- achieve their full potential;
- enjoy learning within a secure environment.

We actively promote a culture where children know:

- they will be listened to;
- their concerns will be taken seriously;
- they will never be blamed for reporting abuse;
- they will receive appropriate support.

Our safeguarding culture is underpinned by:

- positive relationships;
- mutual respect;
- inclusion;
- equality;
- restorative practice;
- vigilance;
- professional curiosity;
- timely intervention.

Safeguarding is reflected throughout our curriculum, behaviour expectations, relationships education, online safety education and wider pastoral provision. We provide age-appropriate opportunities for pupils to develop the knowledge and skills needed to recognise unsafe situations, understand healthy relationships, stay safe online and know where to seek help.

We recognise that children who experience abuse, neglect, exploitation or adversity may face barriers to learning and wellbeing. We are committed to providing appropriate pastoral support, reasonable adjustments where necessary and coordinated multi-agency support to improve children's outcomes.

Equality, Diversity and Inclusion

Stalyhill Schools' Federation is committed to promoting equality of opportunity and fostering an inclusive environment where every child feels welcomed, respected and valued.

Safeguarding arrangements apply equally to every child regardless of age, disability, sex, gender reassignment, race, religion or belief, pregnancy or maternity, sexual orientation or socio-economic background.

We recognise that some children may be more vulnerable to abuse and neglect and require additional safeguarding support, including (but not limited to):

- children with Special Educational Needs and Disabilities (SEND);
- children with medical conditions;
- looked after and previously looked after children;
- young carers;
- children living in families experiencing domestic abuse;
- children who are privately fostered;
- children missing education;
- children with social workers;
- children at risk of exploitation;
- children who identify as LGBTQ+ (recognising that KCSIE is clear that this group may be more vulnerable to some forms of abuse while ensuring staff avoid assumptions or stereotyping).

Staff will always consider each child's individual needs and circumstances when assessing safeguarding concerns.

Scope

This policy applies to:

- all teaching and support staff;
- the Headteacher;
- Designated Safeguarding Leads;
- governors;
- volunteers;
- trainee teachers;
- supply staff;
- agency staff;
- peripatetic staff;
- contractors;
- visitors;
- anyone working on behalf of the school.

The policy applies whenever adults are acting on behalf of the school, including:

- on school premises;
- during educational visits;
- residential visits;
- sporting activities;
- clubs;
- wraparound childcare;
- before and after-school provision;
- remote education;
- online communication with pupils where authorised.

All adults working in or for the school are expected to comply with this policy, the Staff Code of Conduct and all associated safeguarding procedures.

Definition of Safeguarding

For the purposes of this policy, safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether this occurs inside or outside the home, including online;
- preventing impairment of children's mental and physical health and development;
- ensuring children grow up in circumstances consistent with safe and effective care;
- taking action to enable all children to achieve the best possible outcomes.

Safeguarding includes child protection but extends beyond it to encompass the prevention of harm, early help, education, health, wellbeing, attendance, online safety and effective multi-agency working.

Our Commitment

The Governing Body, Headteacher and all staff are committed to ensuring that safeguarding remains a continuous priority through:

- effective leadership;
- regular policy review;
- robust safeguarding training;
- safer recruitment practices;
- effective record keeping using CPOMS;
- high-quality supervision and support for safeguarding staff;
- partnership working with families and external agencies;
- continuous quality assurance and safeguarding audits;
- listening to the voices, wishes and lived experiences of children.

We will continually review our safeguarding arrangements to ensure they reflect current legislation, statutory guidance, local safeguarding partnership procedures and best practice, ensuring every child at Stalyhill is safe, supported and able to thrive.

Section 2 – Legislative Framework

(Updated for Autumn 2026 and aligned with Keeping Children Safe in Education 2026)

This policy has been developed in accordance with current legislation, statutory guidance and local safeguarding arrangements. It should be read alongside the school's other safeguarding and child protection policies and procedures.

The Governing Body recognises its statutory responsibility to safeguard and promote the welfare of children under Section 175 of the Education Act 2002 and to ensure that appropriate policies, procedures and systems are in place to protect children from harm.

This policy will be reviewed annually and updated immediately should there be any significant changes to legislation, statutory guidance or local safeguarding arrangements.

2.1 Legislation

This policy has due regard to, but is not limited to, the following legislation:

- Human Rights Act 1998
- Data Protection Act 2018 (UK GDPR)
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Protection of Freedoms Act 2012
- School Staffing (England) Regulations 2009 (as amended)
- Children and Families Act 2014
- Care Act 2014 (where relevant)
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Serious Crime Act 2015
- Modern Slavery Act 2015
- Children and Social Work Act 2017
- Domestic Abuse Act 2021
- Online Safety Act 2023
- Victims and Prisoners Act 2024 (where safeguarding duties apply)
- The Education (Independent School Standards) Regulations (where applicable)

2.2 Statutory Guidance

This policy has been written in accordance with the following statutory guidance:

- **Keeping Children Safe in Education (DfE, September 2026)**
- **Working Together to Safeguard Children** (latest version)
- Working Together to Improve School Attendance
- Behaviour in Schools
- Searching, Screening and Confiscation
- Suspension and Permanent Exclusion Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Information Sharing: Advice for Practitioners Providing Safeguarding Services
- What to do if you're worried a child is being abused
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers
- Sharing nudes and semi-nudes: Advice for education settings
- Meeting Digital and Technology Standards in Schools – Filtering and Monitoring Standards
- Guidance on Children Missing Education
- Guidance relating to Alternative Provision
- Teacher Standards

Where statutory guidance changes during the academic year, the school will implement those changes immediately where required and amend this policy accordingly.

2.3 Local Guidance

This policy is implemented alongside procedures published by:

- Tameside Safeguarding Children Partnership
- Tameside Children's Services
- Tameside Local Authority
- Greater Manchester Safeguarding Partnership
- Greater Manchester Police
- NHS Greater Manchester Integrated Care

The school will follow all locally agreed safeguarding procedures, referral pathways, threshold documents and multi-agency protocols.

2.4 Linked School Policies

This policy should be read alongside the federation's:

- Staff Code of Conduct
- Positive Behaviour and Relationships Policy
- Online Safety Policy
- Filtering and Monitoring Policy
- Acceptable Use Policy
- Attendance Policy
- SEND Policy
- Relationships Education Policy
- Health and Safety Policy
- First Aid and Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy
- Anti-Bullying Policy
- Equality Policy
- Intimate Care Policy
- Restrictive Physical Intervention Policy
- Privacy Notice and Data Protection Policy

2.5 Safeguarding Principles

In accordance with statutory guidance, Stalyhill will ensure that:

- safeguarding is embedded throughout the school;
- the welfare of the child is paramount;
- children's wishes, views and lived experiences are considered in decision-making;
- all staff understand that safeguarding is everyone's responsibility;
- concerns are acted upon immediately;
- early help is provided wherever appropriate;
- information is shared lawfully and proportionately;
- safeguarding is a standing item within leadership and governance;
- robust systems exist for safer recruitment, training, supervision and record keeping;
- safeguarding arrangements are monitored and reviewed regularly to ensure continuous improvement.

2.6 Review

The Governing Body will review this policy annually.

The policy will also be reviewed immediately if:

- legislation changes;
- statutory guidance is updated;
- local safeguarding partnership procedures change;

- safeguarding reviews identify improvements;
- inspection findings require amendments;
- significant safeguarding incidents indicate revisions are necessary.

The Designated Safeguarding Lead is responsible for ensuring the policy remains current and reflects national and local safeguarding expectations.

Section 3 – Roles and Responsibilities

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026)

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children and protecting them from harm.

All staff should consider, at all times, what is in the best interests of the child.

Stalyhill Schools' Federation recognises that effective safeguarding requires a federation-wide approach, underpinned by a strong safeguarding culture in which children feel safe, valued and listened to.

3.1 The Governing Body

The Governing Body has strategic leadership responsibility for safeguarding and child protection and will ensure that the school fulfils all statutory safeguarding duties.

The Governing Body will ensure that:

- safeguarding arrangements are effective and comply with current legislation and statutory guidance;
- the welfare of children remains the school's paramount consideration;
- appropriate safeguarding policies are adopted, implemented, reviewed annually and updated whenever necessary;
- safeguarding policies and procedures are available to staff, parents and carers;
- sufficient time, funding, training, supervision and resources are provided to enable safeguarding responsibilities to be carried out effectively;
- safeguarding is regularly monitored through governor scrutiny, safeguarding audits and reports from the Designated Safeguarding Lead (DSL);
- recruitment, selection and appointment procedures comply with statutory safer recruitment requirements;
- appropriate filtering and monitoring systems are in place to safeguard children online;
- staff receive safeguarding training at induction and regular updates thereafter;
- safeguarding is embedded within the school's curriculum, ethos and strategic planning;
- pupils are taught how to keep themselves safe, including online;
- appropriate procedures exist for managing allegations against adults working in school;
- there are clear procedures for handling low-level concerns;
- there is an effective staff behaviour (Code of Conduct) policy;
- safeguarding responsibilities are considered when commissioning alternative provision;
- appropriate safeguarding arrangements are in place for wraparound care, educational visits and extracurricular activities;
- appropriate oversight exists for children with social workers, looked after children and previously looked after children;
- all safeguarding decisions are child-centred.

The Governing Body recognises that safeguarding remains a standing agenda item within governance and will receive regular reports regarding safeguarding practice, trends and compliance.

3.2 The Headteacher

The Headteacher has overall responsibility for safeguarding within the school and will ensure that safeguarding policies and procedures are implemented effectively. Within the Stalyhill Schools' Federation, the Executive Headteacher is also the DSL.

The Headteacher will:

- promote a strong safeguarding culture throughout the school;
- ensure that safeguarding is embedded within everyday practice;
- ensure staff receive appropriate induction, safeguarding training and ongoing updates;
- ensure safeguarding concerns are taken seriously and responded to promptly;
- promote staff wellbeing, recognising the emotional impact of safeguarding work;
- ensure sufficient staffing and safeguarding capacity;

- ensure safer recruitment procedures are followed;
- ensure safeguarding responsibilities are reflected within staff appraisal and professional standards where appropriate;
- ensure allegations against staff are managed in accordance with statutory guidance;
- work closely with governors, safeguarding partners and external agencies;
- ensure safeguarding arrangements remain effective during periods of organisational change or emergency.

Where the Headteacher is also the Designated Safeguarding Lead, appropriate safeguarding supervision and governor oversight will be maintained.

3.3 The Designated Safeguarding Lead (DSL)

The Governing Body has appointed an appropriately trained senior member of staff to undertake the role of Designated Safeguarding Lead.

The DSL has lead responsibility for safeguarding and child protection across the school.

The DSL will:

Leadership

- provide strategic leadership for safeguarding;
- promote a positive safeguarding culture;
- act as the school's safeguarding expert;
- advise and support staff regarding safeguarding concerns;
- maintain an overview of safeguarding across the school.

Managing Referrals

The DSL will:

- refer cases to Children's Social Care where appropriate;
- refer cases to the police where criminal offences may have occurred;
- make referrals to the Channel Programme where radicalisation concerns exist;
- refer potential victims of modern slavery or trafficking to the National Referral Mechanism where appropriate;
- work closely with Early Help services;
- contribute to Child Protection Conferences, Child in Need meetings and Strategy Meetings.

Working with Others

The DSL will:

- liaise with the Governing Body;
- work closely with safeguarding partners and external agencies;
- support transition arrangements between schools;
- ensure safeguarding information is transferred securely and promptly;
- contribute to multi-agency safeguarding arrangements.

Raising Awareness

The DSL will ensure:

- safeguarding policies are reviewed annually;
- staff understand safeguarding procedures;
- safeguarding training is delivered;
- safeguarding updates are provided regularly throughout the year;
- parents understand the school's safeguarding responsibilities.

Child Protection Records

The DSL is responsible for ensuring:

- safeguarding records are accurate, factual and contemporaneous;

- records are stored securely using CPOMS;
- confidential files are transferred securely when pupils move schools;
- safeguarding chronology is maintained;
- actions and decisions are clearly recorded.

Training

The DSL will:

- undertake DSL training every two years (or sooner if required by updated statutory guidance);
- undertake regular safeguarding updates;
- remain aware of local safeguarding procedures;
- ensure all safeguarding knowledge remains current.

Availability

During term time the DSL (or an appropriately trained Deputy DSL) will always be available during school hours to discuss safeguarding concerns.

Suitable arrangements will also be in place for out-of-school activities, educational visits and extended provision.

3.4 Deputy Designated Safeguarding Leads

Deputy DSLs are trained to the same standard as the DSL and provide operational safeguarding support.

Deputy DSLs will:

- act in the absence of the DSL;
- support safeguarding decision making;
- manage safeguarding concerns as delegated;
- contribute to safeguarding monitoring and quality assurance;
- attend safeguarding meetings where appropriate.

Ultimate responsibility for safeguarding leadership remains with the DSL.

3.5 All Staff

Every member of staff has a responsibility to safeguard children.

All staff will:

- read and understand Part One (or Annex A where appropriate) of Keeping Children Safe in Education 2026;
- read this policy;
- read the Staff Code of Conduct;
- complete safeguarding induction before working unsupervised;
- undertake annual safeguarding training and regular updates;
- understand local safeguarding procedures;
- know the identity of the DSL and Deputy DSLs;
- recognise indicators of abuse, neglect, exploitation and extra-familial harm;
- maintain an attitude of **"it could happen here"**;
- exercise professional curiosity;
- act immediately when concerns arise;
- record concerns accurately using CPOMS and CPOMS Staff Safe;
- never promise confidentiality to a child;
- contribute to Early Help where appropriate;
- promote children's welfare through positive relationships;
- challenge inappropriate behaviour or language;
- maintain professional boundaries;
- understand whistleblowing procedures.

Safeguarding concerns must never be ignored because a child does not make a direct disclosure.

3.6 Volunteers, Visitors, Contractors and Supply Staff

All adults working on behalf of the school must:

- comply with safeguarding procedures;
- report concerns immediately;
- follow visitor procedures;
- understand appropriate professional boundaries;
- receive safeguarding information appropriate to their role;
- wear identification while on site.

Those undertaking regulated activity will be subject to appropriate safer recruitment and DBS requirements.

3.7 Designated Teacher for Looked After and Previously Looked After Children

The Governing Body has appointed a Designated Teacher to promote the educational achievement of:

- looked after children;
- previously looked after children.

The Designated Teacher will:

- work closely with the DSL;
- support Personal Education Plans (PEPs);
- liaise with social workers, Virtual School and carers;
- promote attendance, achievement and wellbeing;
- support transitions.

Within the federation, the ~Designated teachers are Mrs Plant, Infant Head of School and Mrs Stewart-Milne, Junior Head of School

3.8 Safeguarding Governor

The Governing Body has appointed a Safeguarding Governor to provide strategic challenge and assurance.

The Safeguarding Governor will:

- monitor safeguarding compliance;
- review safeguarding policies;
- meet regularly with the DSL;
- undertake safeguarding training;
- report safeguarding matters to the Governing Body;
- ensure safeguarding remains a strategic priority.

The Safeguarding Governor will not become involved in operational child protection decisions or individual case management.

3.9 Pupils

Children are encouraged and supported to:

- talk to trusted adults;
- report concerns about themselves or others;
- understand healthy relationships;
- recognise abuse and exploitation;
- stay safe online;
- respect others;
- contribute to creating a safe school environment.

Their wishes, views and lived experiences will be considered whenever safeguarding decisions are made.

3.10 Parents and Carers

The school values strong partnerships with parents and carers.

Parents are expected to:

- support the school's safeguarding arrangements;
- share information relevant to their child's welfare;
- work positively with school and partner agencies;
- inform the school promptly of changes affecting their child's safety or wellbeing.

Where appropriate, parents will be involved in safeguarding processes unless doing so would place a child at increased risk of harm or compromise a police or social care investigation.

Section 4 – Record Keeping

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and UK GDPR)

4.1 Principles

The Stalyhill Schools' Federation recognises that effective safeguarding relies upon accurate, timely, confidential and secure record keeping.

Well-maintained safeguarding records support early identification of need, informed decision-making, effective multi-agency working and continuity of support for children.

All safeguarding records will:

- be factual, accurate and contemporaneous;
- distinguish clearly between fact, observation, professional opinion and third-party information;
- be written in clear, objective language;
- record the child's own words wherever possible;
- include the actions taken and the rationale for decisions made;
- be completed as soon as possible after the concern arises, and always on the same working day;
- be stored securely in accordance with data protection legislation.

Safeguarding records are confidential and are shared only with those who have a legitimate professional need to know.

4.2 Recording Safeguarding Concerns

All members of staff, volunteers and adults working on behalf of the school have a responsibility to record safeguarding concerns promptly.

Staff must:

- report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL;
- make a written record of all safeguarding concerns using **CPOMS**, regardless of whether the concern appears minor;
- record concerns before the end of the working day whenever possible;
- include the date, time, location and names of those involved;
- record the child's own words wherever possible without interpretation;
- avoid asking leading questions or attempting to investigate;
- sign or electronically identify their record.

No member of staff should assume that another colleague has reported or recorded a concern.

4.3 Use of CPOMS

The Stalyhill Schools' Federation uses **CPOMS** as its secure electronic safeguarding recording system.

The DSL is responsible for ensuring that:

- all safeguarding concerns are reviewed promptly;
- actions and outcomes are recorded;
- chronologies are maintained;

- confidential records are regularly quality assured;
- access permissions are appropriately managed;
- safeguarding information is retained in accordance with statutory requirements.

CPOMS is used to record, monitor and manage concerns relating to, but not limited to:

- child protection;
- early help;
- attendance;
- children missing education;
- child-on-child abuse;
- online safety;
- behaviour where safeguarding concerns exist;
- mental health where safeguarding concerns are present;
- welfare concerns;
- safeguarding referrals;
- multi-agency meetings;
- vulnerable pupils.

4.4 Child Protection Files

Where a safeguarding concern meets the threshold for child protection, the DSL will establish and maintain a confidential child protection file.

Child protection files will:

- be separate from the main pupil record;
- include a safeguarding chronology;
- contain copies of referrals, assessments and multi-agency correspondence;
- include records of conversations with parents, carers and professionals;
- record all actions taken and decisions reached;
- be updated promptly following any safeguarding activity.

The DSL will regularly review child protection files to ensure:

- actions remain appropriate;
- concerns have been progressed;
- risks remain accurately assessed;
- chronologies remain current.

4.5 Information Sharing

The school recognises that timely information sharing is essential to safeguarding children.

Information will be shared:

- where there is a lawful basis to do so;
- in accordance with the Data Protection Act 2018 and UK GDPR;
- in line with statutory safeguarding guidance;
- only with those who need the information to safeguard the child.

The school recognises that **fears about sharing information must never prevent appropriate action being taken to safeguard or promote the welfare of a child.**

Where appropriate, the rationale for sharing—or not sharing—information will be clearly recorded.

4.6 Confidentiality

Safeguarding information is confidential.

Staff must:

- never discuss safeguarding concerns in public areas;

- never promise confidentiality to a child;
- only share information on a need-to-know basis;
- store paper records securely;
- ensure electronic systems remain password protected;
- comply with the school's Data Protection and Information Security policies.

Children will always be informed, where appropriate and safe to do so, about how information relating to them may be shared.

4.7 Transfer of Safeguarding Records

When a pupil leaves the schools, the DSL will ensure that safeguarding records are transferred securely to the receiving school or educational setting.

The transfer will:

- take place as soon as possible and within five working days where practicable;
- be made securely and separately from the main pupil file;
- include the safeguarding chronology;
- include all relevant safeguarding records;
- be addressed to the receiving Designated Safeguarding Lead only.

The DSL will obtain confirmation that records have been received.

A record of the transfer, including the date and recipient, will be retained by the schools.

Where a child moves to an independent school, alternative provision or another local authority, the same secure transfer arrangements will apply.

4.8 Children Missing Education

Where a child leaves the school unexpectedly or becomes missing from education, safeguarding records will be retained and shared with relevant agencies in accordance with statutory guidance.

The DSL will work with:

- the Local Authority;
- Children's Social Care;
- the receiving school (where known);
- other safeguarding partners,

to ensure safeguarding information follows the child.

4.9 Record Retention

Safeguarding records will be retained in accordance with the school's Records Management Policy and the Information and Records Management Society (IRMS) Toolkit for Schools.

Child protection records will normally be retained until the pupil reaches the age of **25 years**, unless statutory guidance requires a longer retention period.

Records will be disposed of securely once the retention period has expired.

4.10 Quality Assurance

The DSL will undertake regular audits of safeguarding records to ensure that they are:

- complete;
- accurate;
- timely;
- appropriately actioned;
- compliant with statutory guidance.

The Headteacher and Safeguarding Governor will receive regular assurance that safeguarding recording systems remain effective.

Learning from audits, safeguarding practice reviews, inspections and local safeguarding reviews will be used to improve record-keeping practice.

4.11 Monitoring and Oversight

The Governing Body will receive regular safeguarding reports that provide assurance regarding:

- the effectiveness of safeguarding recording systems;
- the timeliness of referrals;
- safeguarding themes and trends;
- staff compliance with recording procedures;
- quality assurance findings.

Reports presented to governors will be fully anonymised to protect children's confidentiality.

Section 5 – Recognising and Reporting Safeguarding Concerns *(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children)*

5.1 General Principles

All staff have a responsibility to identify children who may be in need of help or protection and to take appropriate action without delay.

Safeguarding concerns may arise from:

- a direct disclosure by a child;
- a concern raised by another child, parent, member of staff or professional;
- changes in a child's presentation, behaviour or attendance;
- observations of injuries, neglect or abuse;
- online activity or concerns identified through filtering and monitoring systems;
- information received from another agency;
- concerns arising during educational visits, extracurricular activities or wraparound provision.

Staff should never assume that somebody else will report a concern.

Every concern, regardless of how minor it appears, should be taken seriously and discussed with the Designated Safeguarding Lead (DSL) or Deputy DSL.

The federation recognises that safeguarding concerns often develop gradually. A series of seemingly minor concerns may, when viewed together, indicate that a child is experiencing abuse, neglect or exploitation.

5.2 Safeguarding Culture

The Stalyhill Schools' Federation promotes a culture in which:

- children feel safe and know who they can talk to;
- concerns are identified and acted upon early;
- staff remain professionally curious;
- children are listened to and believed;
- no concern is considered too small;
- safeguarding is everyone's responsibility;
- all decisions are child-centred.

All staff should maintain an attitude of **"it could happen here"**, particularly when dealing with concerns relating to abuse, neglect, exploitation or extra-familial harm.

5.3 Recognising Abuse, Neglect and Exploitation

All staff should be alert to the indicators of abuse, neglect and exploitation.

Concerns may relate to:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- child criminal exploitation (CCE);
- child sexual exploitation (CSE);
- county lines;
- domestic abuse;
- child-on-child abuse;
- sexual violence and sexual harassment;
- online abuse;
- serious violence;
- radicalisation;
- modern slavery and trafficking;
- female genital mutilation (FGM);
- forced marriage;
- fabricated or induced illness;
- private fostering;
- children missing education;
- mental health where it is linked to safeguarding concerns;
- extra-familial harm.

Staff should also remain alert to children who:

- become withdrawn or unusually anxious;
- display significant behavioural changes;
- regularly arrive hungry, tired or inadequately clothed;
- experience persistent or unexplained absences;
- have unexplained injuries;
- show signs of self-harm;
- disclose concerning information;
- become increasingly isolated;
- present changes in online behaviour or technology use.

The absence of obvious signs should never prevent staff from reporting concerns.

5.4 Children Requiring Additional Safeguarding Support

Some children may be at greater risk of abuse, neglect or exploitation.

Staff should be particularly vigilant where concerns relate to children who:

- have Special Educational Needs and/or Disabilities (SEND);
- have an Education, Health and Care Plan (EHCP);
- are looked after or previously looked after;
- have a social worker;
- are young carers;
- experience domestic abuse;
- have mental health needs;
- are persistently absent or missing education;
- are privately fostered;
- experience family substance misuse;
- experience parental mental ill health;
- are affected by parental offending;
- are vulnerable to exploitation or radicalisation;
- identify as LGBTQ+ (recognising that these children may be at increased risk of some forms of abuse while avoiding assumptions or stereotyping).

Staff should always consider the individual needs of each child.

5.5 Professional Curiosity

Professional curiosity is an essential element of safeguarding practice.
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Staff should:

- respectfully question inconsistencies;
- seek clarification where explanations appear inconsistent;
- consider the child's lived experience;
- avoid accepting explanations without appropriate professional consideration;
- consult the DSL whenever uncertain.

Professional curiosity should be exercised sensitively and in partnership with families wherever appropriate.

5.6 Listening to Children

Children should always be encouraged to speak to trusted adults.

When a child raises a concern or makes a disclosure, staff will:

- listen carefully;
- remain calm;
- allow the child to speak freely;
- take what the child says seriously;
- reassure the child that they have done the right thing;
- explain what will happen next;
- avoid asking leading questions;
- never promise confidentiality;
- report the concern immediately.

The child's wishes and feelings will be considered throughout safeguarding processes, while recognising that safeguarding decisions must always prioritise the child's safety and welfare.

5.7 Reporting Safeguarding Concerns

Any member of staff who has a safeguarding concern must:

1. Respond immediately to ensure the child is safe.
2. Inform the DSL or Deputy DSL without delay.
3. Record the concern on **CPOMS** before the end of the working day.
4. Continue to support the child as directed by the DSL.
5. Maintain confidentiality.

Where a child is at immediate risk of significant harm, staff must take immediate action to protect the child.

If the DSL or Deputy DSL cannot be contacted and there is an immediate risk of harm, staff must:

- contact Children's Social Care directly;
- contact the Police if necessary;
- inform the DSL as soon as possible afterwards.

Staff should never delay action because they are uncertain whether abuse has occurred.

5.8 Early Help

Where a child would benefit from additional support but is not suffering or likely to suffer significant harm, the schools will consider whether an Early Help assessment or other support is appropriate.

Staff should discuss Early Help concerns with the DSL.

The school recognises that providing help at the earliest opportunity can prevent concerns from escalating.

5.9 Making Referrals

The DSL is responsible for making referrals to:

- Children's Social Care;

- Early Help services;
- the Police;
- the Local Authority Designated Officer (LADO);
- the Channel Programme;
- the National Referral Mechanism (where appropriate);
- other safeguarding agencies as required.

Where any member of staff believes a referral should be made and the DSL has not acted, they have the right and responsibility to make a referral themselves.

Staff should always inform the DSL that a referral has been made unless doing so would place a child at increased risk.

5.10 Escalation

If staff feel that:

- appropriate action has not been taken;
- a child remains at risk;
- safeguarding concerns are not being addressed,

they must escalate their concerns through:

- the DSL;
- the Headteacher;
- the Safeguarding Governor (where appropriate);
- Children's Social Care;
- local safeguarding partnership escalation procedures.

Staff should never allow professional disagreement to prevent action being taken in the child's best interests.

5.11 Confidentiality

Safeguarding concerns will only be shared with those who need the information to safeguard the child.

Confidentiality must never prevent appropriate information sharing where a child is at risk of harm.

Information will be shared lawfully, proportionately and in accordance with statutory guidance and data protection legislation.

5.12 Record Keeping

Every safeguarding concern must be recorded on **CPOMS** promptly and accurately.

Records should include:

- the date and time;
- factual observations;
- the child's own words where possible;
- actions taken;
- who the concern was reported to;
- any decisions made.

The DSL will maintain oversight of all safeguarding records and ensure appropriate follow-up.

5.13 Monitoring and Review

The DSL will regularly review safeguarding concerns to:

- identify emerging themes;
- monitor patterns of concern;
- ensure timely intervention;
- evaluate the effectiveness of support provided;
- identify children who may require additional safeguarding or early help.

Learning from safeguarding audits, local safeguarding reviews and national safeguarding practice reviews will inform continuous improvement in safeguarding practice.

Section 6 – Managing Allegations Against Staff, Supply Staff, Volunteers and Low-Level Concerns *(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and Part Four)*

6.1 Purpose

The Stalyhill Schools' Federation is committed to safeguarding and promoting the welfare of children and creating a culture of openness, transparency and accountability.

The federation recognises that, although uncommon, allegations and concerns may arise regarding adults working with children. It is essential that all such concerns are managed promptly, fairly, consistently and in accordance with statutory guidance to:

- protect children from harm;
- support children who may have been harmed;
- protect adults against false, malicious or unfounded allegations;
- maintain public confidence in safeguarding arrangements;
- promote a safe and respectful professional culture.

All allegations and concerns relating to adults working in or on behalf of the schools will be taken seriously and managed in accordance with **Keeping Children Safe in Education (2026)** and local authority procedures.

6.2 Scope

This procedure applies to all adults working in or on behalf of the school, including:

- teachers;
- support staff;
- supply teachers;
- agency workers;
- volunteers;
- governors;
- contractors;
- trainee teachers;
- students on placement;
- peripatetic staff;
- anyone engaged in regulated activity on behalf of the school.

6.3 Allegations That Meet the Harm Threshold

An allegation meets the harm threshold if an adult working in or on behalf of the schools has:

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

The final criterion includes behaviour that may have occurred inside or outside the workplace where it raises concerns about the individual's suitability to work with children.

6.4 Immediate Action

Any allegation meeting the harm threshold must be reported immediately.

Staff must not:

- investigate the allegation;
- interview the child or adult involved beyond obtaining sufficient initial information;
- promise confidentiality;

- inform the subject of the allegation before advice has been obtained from the Local Authority Designated Officer (LADO), where appropriate.

The priority is always to ensure the immediate safety and welfare of the child.

6.5 Reporting Allegations

Any person who receives an allegation or becomes aware of information suggesting that an adult may have harmed a child must report it immediately.

Allegation against a member of staff, volunteer or contractor

The concern must be reported immediately to the **Headteacher**.

Allegation against the Headteacher

The concern must be reported immediately to the **Chair of Governors**.

Allegation against the Chair of Governors

The concern must be reported immediately to the **Vice Chair of Governors** (or nominated safeguarding governor) and the Local Authority Designated Officer (LADO).

Reports should never be delayed because the Headteacher or Chair is unavailable.

6.6 Contacting the Local Authority Designated Officer (LADO)

The Headteacher (or Chair of Governors where appropriate) will contact the LADO as soon as possible, and in any event within one working day, where an allegation may meet the harm threshold.

The school will follow the advice provided by the LADO regarding:

- whether the allegation meets the threshold;
- police involvement;
- Children's Social Care involvement;
- employer action;
- communication with parents;
- support for the child;
- support for the adult concerned.

No internal investigation will commence until advice has been received from the LADO where this is required.

6.7 Suspension

Suspension is a neutral act and will not be an automatic response. The federation will carefully consider alternatives wherever possible, including:

- temporary redeployment;
- increased supervision;
- adjustments to duties;
- working from another location;
- alternative safeguarding arrangements.

Suspension will only be considered where:

- there is no reasonable alternative;
- the child is at continuing risk of harm;
- the allegation is sufficiently serious to justify suspension;
- police or Children's Social Care advise suspension.

The welfare of both the child and the adult will be considered throughout.

6.8 Support

Support for the Child

The federation will ensure that every child involved receives:

- appropriate pastoral support;
- safeguarding support;
- information about what will happen next;
- access to additional services where required.

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

Support for the Adult

The federation recognises that allegations can be extremely stressful.

The adult concerned will be offered:

- a named contact;
- appropriate welfare support;
- information regarding the process;
- access to occupational health or employee support where appropriate.

Support will be provided without compromising safeguarding investigations.

6.9 Confidentiality

The federation will make every reasonable effort to maintain confidentiality.

Information will only be shared with those who need it in order to:

- safeguard children;
- investigate allegations;
- fulfil statutory responsibilities.

The federation will comply with legal restrictions relating to publication of allegations.

6.10 Record Keeping

The Headteacher (or Chair of Governors where appropriate) will ensure that:

- accurate records are maintained;
- decisions and rationale are documented;
- advice received from the LADO is recorded;
- outcomes are clearly documented;
- records are retained in accordance with statutory guidance.

Records relating to allegations will be kept confidential and stored securely

6.11 Outcomes

The outcome of an allegation will be recorded as one of the following:

- Substantiated
- Malicious
- False
- Unsubstantiated
- Unfounded

The federation recognises that an **unsubstantiated** outcome does not mean that an allegation was false; it indicates there was insufficient evidence to prove or disprove the allegation.

6.12 Low-Level Concerns

The Governing Body promotes a culture where all concerns about adults' behaviour are shared openly and addressed appropriately before they escalate.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Code of Conduct;
- falls below the expected professional standards; or
- may create a sense of unease regarding professional boundaries, even if it does not meet the harm threshold.

Examples may include:

- over-familiar behaviour;
- inappropriate language;
- unnecessary one-to-one situations;
- personal contact outside agreed procedures;
- use of personal devices contrary to school policy;
- failure to maintain professional boundaries;
- inappropriate communication with pupils or families.

Low-level concerns should never be ignored.

6.13 Reporting Low-Level Concern

Staff are encouraged to report low-level concerns promptly.

Reports should be made to the **Executive Headteacher or Head of School**, who will then record the concern on CPOMs Staff Safe.

Where the concern relates to the Headteacher, it should be reported to the **Chair of Governors**.

Individuals may also self-report where they believe their behaviour may have been misunderstood or may have fallen below expected standards.

Creating an open and transparent reporting culture helps protect both children and staff.

6.14 Responding to Low-Level Concerns

The Headteacher will:

- review the concern;
- determine whether it meets the harm threshold;
- seek advice from the LADO where necessary;
- record the concern;
- identify any learning or support required;
- take proportionate action.

Repeated low-level concerns relating to the same individual will be reviewed collectively to identify emerging patterns of behaviour.

6.15 Learning and Continuous Improvement

The federation will use information arising from allegations and low-level concerns to:

- improve safeguarding practice;
- identify training needs;
- review policies;
- strengthen professional culture;
- reinforce expected standards of behaviour.

Learning will be shared appropriately while maintaining confidentiality

6.16 Related Policies

This section should be read alongside the school's:
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- Staff Code of Conduct;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Disciplinary Policy;
- Complaints Policy;
- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Acceptable Use Policy.

Section 7 – Staff Induction, Training and Supervision

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026)

7.1 Statement of Commitment

Salyhill Schools' Federation recognises that safeguarding training is fundamental to creating and maintaining a strong safeguarding culture.

All adults working in or on behalf of the schools must understand their safeguarding responsibilities and be confident in recognising concerns, responding appropriately and reporting concerns without delay.

Safeguarding training is viewed as an ongoing process rather than a one-off event. It is designed to ensure that all staff remain knowledgeable about current legislation, emerging safeguarding issues, local procedures and best practice.

7.2 Staff Induction

Every new member of staff, regardless of their role or length of appointment, will receive safeguarding induction before they begin working unsupervised with children.

This includes:

- permanent staff;
- temporary staff;
- supply staff;
- agency staff;
- volunteers;
- governors;
- trainee teachers;
- students on placement;
- contractors working regularly on site.

Induction will be proportionate to the individual's role and responsibilities.

7.3 Safeguarding Induction Programme

As part of induction, all staff will receive and be required to read or access:

- this Child Protection and Safeguarding Policy;
- Part One (or Annex A, where appropriate) of **Keeping Children Safe in Education 2026**;
- the Staff Code of Conduct;
- the Behaviour Policy;
- the Whistleblowing Policy;
- the Online Safety Policy;
- the Acceptable Use Policy;
- the school's safeguarding reporting procedures;
- guidance on professional boundaries;
- the identity and contact details of the Designated Safeguarding Lead (DSL) and Deputy DSLs.

Staff will also be shown:

- how to record concerns using **CPOMS**;
- how to report concerns immediately;

- how to access safeguarding advice;
- emergency safeguarding procedures;
- procedures for reporting allegations against adults.

Induction will be recorded and retained on the staff member's personnel file.

7.4 Whole-School Safeguarding Training

All staff will receive safeguarding and child protection training that is:

- appropriate to their role;
- regularly updated;
- evidence-informed;
- consistent with statutory guidance;
- aligned with local safeguarding partnership procedures.

Training will enable staff to:

- recognise indicators of abuse and neglect;
- identify children who may benefit from Early Help;
- understand extra-familial harm;
- recognise child criminal exploitation (CCE) and child sexual exploitation (CSE);
- understand child-on-child abuse;
- identify sexual violence and sexual harassment;
- recognise domestic abuse;
- identify indicators of radicalisation;
- understand online safety risks;
- recognise children missing education;
- identify safeguarding concerns relating to attendance;
- understand mental health in the context of safeguarding;
- understand information sharing responsibilities;
- respond appropriately to disclosures;
- understand professional curiosity and child-centred practice.

7.5 Safeguarding Updates

Safeguarding knowledge will be refreshed throughout the academic year.

Updates may include:

- safeguarding briefings and bulletins;
- staff meetings;
- online training;
- local safeguarding partnership updates;
- government guidance;
- learning from safeguarding practice reviews;
- local or national safeguarding incidents;
- changes in legislation.

All staff are expected to engage with safeguarding updates as part of their professional responsibilities.

7.6 Designated Safeguarding Lead Training

The Designated Safeguarding Lead (DSL) and Deputy DSLs will:

- complete accredited DSL safeguarding training before undertaking the role;
- update their knowledge at least every two years, or sooner where required by statutory guidance;
- undertake regular safeguarding updates;
- participate in local safeguarding network meetings;
- remain familiar with local referral pathways;
- keep abreast of national safeguarding developments.

The DSL will ensure safeguarding knowledge is disseminated throughout the federation.

7.7 Governor Training

The Governing Body will receive safeguarding training appropriate to its strategic responsibilities.

Governors will understand:

- statutory safeguarding duties;
- safer recruitment;
- safeguarding governance;
- filtering and monitoring responsibilities;
- online safety;
- safeguarding culture;
- the role of the DSL;
- safeguarding assurance and oversight.

The Safeguarding Governor will undertake enhanced safeguarding training appropriate to their role.

Members of any recruitment panel will have completed appropriate safer recruitment training.

7.8 Online Safety Training

All staff will receive regular online safety training, including:

- cyber security awareness;
- professional online conduct;
- filtering and monitoring arrangements;
- reporting online safeguarding concerns;
- online abuse and exploitation;
- emerging technologies, including artificial intelligence (AI), where relevant to safeguarding;
- safe use of digital platforms;
- acceptable use of technology.

Training will be updated to reflect emerging online risks.

7.9 Safer Working Practice

Staff training will reinforce expectations relating to:

- professional boundaries;
- appropriate physical contact;
- one-to-one working;
- use of personal devices;
- communication with pupils;
- social media;
- confidentiality;
- low-level concerns;
- whistleblowing.

All adults are expected to comply with the Staff Code of Conduct at all times.

7.10 Supervision and Support

The federation recognises that safeguarding work can be emotionally demanding.

The DSL and Deputy DSLs will receive:

- appropriate safeguarding supervision;
- opportunities for professional reflection;
- support from senior leaders;
- access to professional advice where required.

Staff involved in particularly complex or distressing safeguarding cases will also be offered appropriate support.

Safeguarding supervision may include:

- reflective practice;
- case discussions;
- safeguarding reviews;
- wellbeing support;
- professional challenge.

7.11 Monitoring Training Compliance

The Headteacher and DSL will maintain accurate records of safeguarding training.

Training records will include:

- induction completion;
- safeguarding training dates;
- DSL training;
- governor training;
- safer recruitment training;
- online safety training;
- Prevent training;
- updates completed throughout the year.

Training records will be monitored to ensure statutory compliance.

7.12 Volunteers and Visitors

Volunteers and regular visitors will receive safeguarding information appropriate to their role before working with children.

This will include:

- safeguarding reporting procedures;
- the identity of the DSL;
- visitor expectations;
- whistleblowing arrangements;
- professional conduct.

Those undertaking regulated activity will receive safeguarding training appropriate to their responsibilities.

7.13 Professional Development

Safeguarding forms part of every member of staff's continuing professional development.

The federation will encourage staff to participate in:

- local authority safeguarding training;
- safeguarding partnership learning events;
- specialist safeguarding courses;
- online learning;
- national safeguarding updates;
- multi-agency training where appropriate.

Learning from serious case reviews, child safeguarding practice reviews and safeguarding audits will be incorporated into staff development.

7.14 Quality Assurance

The effectiveness of safeguarding training will be evaluated through:

- safeguarding audits;

- monitoring safeguarding practice;
- staff feedback;
- governor scrutiny;
- inspection findings;
- safeguarding record reviews;
- quality assurance activities.

Training will be adapted where monitoring identifies additional learning needs.

7.15 Staff Responsibilities

Every member of staff is responsible for ensuring that they:

- maintain up-to-date safeguarding knowledge;
- participate fully in safeguarding training;
- read safeguarding updates provided by the school;
- seek advice where unsure;
- report safeguarding concerns immediately;
- contribute to maintaining a strong safeguarding culture.

Failure to comply with safeguarding training requirements or procedures may be addressed through the federation's capability or disciplinary procedures where appropriate.

Section 8 – Information Sharing, Confidentiality and Consent

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children, the Data Protection Act 2018 and UK GDPR)

8.1 Statement of Principle

Effective safeguarding depends upon timely, lawful and proportionate information sharing.

The Stalyhill Schools' Federation recognises that no single professional can have a full picture of a child's needs. Sharing relevant information appropriately with safeguarding partners is essential to identifying concerns, providing early help and protecting children from harm.

The federation is committed to ensuring that information is shared in accordance with statutory guidance while respecting children's rights to privacy and confidentiality.

The welfare of the child is the paramount consideration. Where there is a safeguarding concern, the safety and welfare of the child will always take precedence over issues of confidentiality.

8.2 Legal Framework

Information sharing will be undertaken in accordance with:

- Keeping Children Safe in Education (2026);
- Working Together to Safeguard Children (latest edition);
- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Human Rights Act 1998;
- Education Act 2002;
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

The federation recognises that data protection legislation **does not prevent or limit** the sharing of information for the purposes of keeping children safe.

8.3 Sharing Information to Safeguard Children

Information will be shared where it is necessary to:

- protect a child from abuse or neglect;
- support a child who may be suffering, or is likely to suffer, significant harm;
- enable Early Help;

- support statutory safeguarding assessments;
- prevent crime;
- protect the welfare of other children;
- support multi-agency safeguarding arrangements.

Information will be:

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

The federation recognises that delays in sharing information can place children at increased risk of harm.

8.4 Consent

Where appropriate and safe to do so, the federation will seek consent before sharing personal information.

However, consent is **not required** where:

- a child is at risk of significant harm;
- obtaining consent would place a child at greater risk;
- seeking consent would prejudice the prevention or detection of crime;
- the law requires information to be shared;
- another lawful basis applies under data protection legislation.

Staff should never delay making a safeguarding referral because consent has not been obtained.

Where consent is not sought, or is refused, the rationale for sharing information will be recorded by the Designated Safeguarding Lead (DSL).

8.5 Confidentiality

Children, parents and carers should understand that school staff cannot promise to keep information confidential if doing so would place a child or another person at risk of harm.

Staff will:

- explain, in an age-appropriate manner, that information may need to be shared to keep a child safe;
- only share information with those who have a legitimate professional need to know;
- treat safeguarding information with the highest level of confidentiality;
- store safeguarding information securely.

Safeguarding discussions must never take place in public areas or with individuals who are not directly involved in safeguarding the child.

8.6 Information Sharing Within the Schools

Relevant safeguarding information may be shared internally on a strict need-to-know basis.

This may include sharing information with:

- the Headteacher;
- the DSL and Deputy DSLs;
- teachers;
- pastoral staff;
- SEND staff;
- attendance staff;
- senior leaders;
- other staff where necessary to safeguard the child.

Only information necessary to safeguard the child will be shared.

8.7 Multi-Agency Information Sharing

The federation works closely with a range of safeguarding partners and will share information appropriately with:

- Children's Social Care;
- the Police;
- Health professionals;
- Education Welfare Services;
- Early Help services;
- the Local Authority Designated Officer (LADO);
- the Virtual School;
- alternative providers;
- other schools where pupils transfer;
- other agencies involved in safeguarding the child.

Information sharing will support coordinated assessments, planning and interventions to promote the child's welfare.

8.8 Information Sharing During Child Protection Processes

The DSL will ensure that relevant information is shared promptly for:

- Child Protection Conferences;
- Child in Need meetings;
- Strategy Discussions;
- Early Help meetings;
- Multi-Agency Risk Assessment Conferences (MARAC), where appropriate;
- safeguarding reviews;
- statutory assessments.

Reports submitted by the schools will be factual, evidence-based and child-centred.

8.9 Recording Information Sharing Decisions

The DSL will ensure that safeguarding records clearly document:

- what information has been shared;
- who it has been shared with;
- when it was shared;
- why it was shared;
- the lawful basis for sharing where appropriate;
- decisions not to share information and the reasons for those decisions.

All records will be maintained securely on **CPOMS**.

8.10 Professional Judgement

Staff are expected to exercise professional judgement when deciding whether to share safeguarding information.

Where staff are unsure, they should seek advice from the DSL without delay.

If there is a risk of significant harm, staff must act immediately.

Staff should remember that **fears about sharing information must never stand in the way of protecting a child**.

8.11 Children's Wishes and Views

The school will, wherever appropriate:

- listen to the child's wishes and feelings;
- explain safeguarding processes in language appropriate to the child's age and understanding;

- involve children in decisions affecting them where it is safe and appropriate to do so.

Children will be informed when information is likely to be shared unless doing so would increase the risk of harm.

8.12 Working with Parents and Carers

The federation believes that positive relationships with parents and carers support effective safeguarding.

Parents will usually be informed where safeguarding concerns are being shared.

However, parents will **not** be informed where doing so would:

- place a child or another person at increased risk of harm;
- compromise a police investigation;
- interfere with a Children's Social Care investigation;
- prejudice the prevention or detection of crime.

The decision not to inform parents will always be made by the DSL in consultation with Children's Social Care and/or the Police where appropriate, and the rationale will be recorded.

8.13 Data Security

The federation will ensure that safeguarding information is:

- stored securely;
- password protected where electronic;
- retained in accordance with statutory retention requirements;
- transferred securely when pupils move schools;
- protected against unauthorised access.

Electronic safeguarding records will be maintained using **CPOMS**.

Paper records, where required, will be stored in locked cabinets with restricted access.

8.14 Information Sharing Following Transfer

When a pupil transfers to another educational setting, the DSL will ensure that safeguarding records are transferred securely and promptly to the receiving Designated Safeguarding Lead.

The transfer will:

- take place separately from the main pupil file;
- include safeguarding chronologies;
- include all relevant safeguarding records;
- be recorded by both schools.

The school will seek confirmation that the receiving school has received the records.

8.15 Staff Responsibilities

Every member of staff is responsible for:

- understanding information sharing procedures;
- maintaining confidentiality;
- reporting safeguarding concerns immediately;
- recording concerns accurately on CPOMS;
- seeking advice from the DSL when uncertain;
- sharing information promptly where safeguarding concerns exist.

Staff should never assume someone else has shared the necessary information.

8.16 Monitoring and Review

The DSL will regularly monitor information-sharing practice to ensure it is:

- lawful;
- timely;
- proportionate;
- child-centred;
- compliant with statutory guidance.

The Governing Body will receive assurance that effective information-sharing arrangements are in place through safeguarding reports, audits and policy reviews.

Section 9 – Multi-Agency Working

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children)

9.1 Statement of Commitment

The Stalyhill Schools' Federation recognises that safeguarding children is a shared responsibility and that no single agency can meet the needs of children and families in isolation.

Effective safeguarding depends upon timely communication, collaborative decision-making and coordinated action between schools, families and partner agencies.

The federation is committed to working openly, honestly and professionally with safeguarding partners to ensure that children receive the right help at the right time.

The welfare of the child will always remain the school's paramount consideration.

9.2 Working with Safeguarding Partners

The school will work in partnership with agencies including, but not limited to:

- Children's Social Care;
- Early Help services;
- Greater Manchester Police;
- Health services, including GPs, school nursing, health visitors and NHS providers;
- Tameside Safeguarding Children Partnership;
- Tameside Local Authority;
- Education Welfare and Attendance Services;
- the Virtual School;
- Special Educational Needs and Disability (SEND) services;
- educational psychologists;
- Child and Adolescent Mental Health Services (CAMHS) or other appropriate mental health services;
- youth justice services;
- commissioned alternative providers;
- voluntary and community organisations;
- other schools and educational settings.

The federation recognises that effective multi-agency working supports early intervention, reduces risk and improves outcomes for children.

9.3 Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) has lead responsibility for coordinating the school's contribution to multi-agency safeguarding arrangements.

The DSL will:

- act as the federation's principal safeguarding contact;

- liaise with Children's Social Care and other safeguarding professionals;
- make referrals to statutory agencies where appropriate;
- coordinate the school's involvement in multi-agency plans;
- contribute professional reports and assessments;
- ensure safeguarding records are accurate and up to date;
- share information appropriately and lawfully;
- monitor outcomes for children receiving multi-agency support;
- challenge decisions where they do not appear to be in the child's best interests.

Deputy DSLs will undertake these responsibilities in the absence of the DSL.

9.4 Early Help

The federation recognises that providing help as soon as a problem emerges can prevent concerns from escalating.

Where appropriate, the federation will:

- identify children who may benefit from Early Help;
- discuss concerns with parents and carers, unless doing so would place a child at increased risk of harm;
- contribute to Early Help Assessments;
- participate in Team Around the Family (TAF) meetings;
- review the effectiveness of support plans;
- monitor children's progress and wellbeing.

Early Help should be considered for any child who may benefit from coordinated support, even where the threshold for statutory intervention has not been met.

9.5 Child Protection

Where a child is suffering, or is likely to suffer, significant harm, the DSL will make an immediate referral to Children's Social Care.

The schools will:

- cooperate fully with statutory safeguarding investigations;
- contribute to Strategy Discussions;
- attend Child Protection Conferences;
- participate in Core Group meetings;
- provide written reports;
- implement agreed safeguarding plans;
- monitor children's welfare and educational progress.

The federation recognises its continuing responsibility to safeguard children throughout child protection processes.

9.6 Information Sharing

The federation will share information with safeguarding partners where it is necessary to protect a child or promote their welfare.

Information sharing will be:

- lawful;
- timely;
- proportionate;
- relevant;
- accurate;
- secure.

The federation recognises that **fears about sharing information must never prevent appropriate action being taken to safeguard a child.**

The rationale for significant safeguarding decisions will be recorded on **CPOMS**.

9.7 Attendance at Multi-Agency Meetings

The federation will attend, contribute to and support multi-agency meetings including:

- Child Protection Conferences;
- Child in Need meetings;
- Early Help meetings;
- Team Around the Family meetings;
- Strategy Meetings;
- Professional Network Meetings;
- Education Planning Meetings;
- Personal Education Plan (PEP) meetings for looked after children;
- safeguarding reviews where appropriate.

Where attendance is not possible, the federation will provide a written report wherever practicable.

9.8 Professional Challenge and Escalation

The federation recognises that professional challenge is an important part of effective safeguarding.

Where the federation believes that:

- a child remains at risk;
- safeguarding decisions are not appropriate;
- thresholds have not been applied consistently;
- agreed actions have not been implemented,

the DSL will respectfully challenge decisions through local safeguarding partnership escalation procedures.

Professional disagreement should never delay action to safeguard a child.

9.9 Working with Parents and Carers

The federation values positive relationships with parents and carers and recognises that they are usually the most important people in a child's life.

Where appropriate, parents will be involved in safeguarding processes and supported to access services.

However, the federation will not seek parental consent or inform parents before making a referral where doing so would:

- place a child or another person at increased risk of harm;
- compromise a police investigation;
- interfere with a statutory safeguarding enquiry;
- increase the likelihood of evidence being lost.

The child's safety will always take precedence.

9.10 Children with Social Workers

The federation recognises that children who have a social worker may experience increased vulnerability.

The DSL will work closely with:

- allocated social workers;
- family support workers;
- foster carers;
- residential staff;
- the Virtual School (where appropriate);
- other professionals supporting the child.

The federation will ensure that these children receive appropriate educational and pastoral support and that safeguarding concerns are communicated promptly.

9.11 Multi-Agency Working During School Transfers

When a child transfers to another educational setting, the DSL will ensure that:

- safeguarding records are transferred securely without delay;
- the receiving DSL is contacted directly where appropriate;
- ongoing safeguarding concerns are discussed;
- vulnerable children continue to receive appropriate support during transition.

The federation will seek confirmation that safeguarding records have been received.

9.12 Monitoring and Quality Assurance

The DSL will monitor the effectiveness of multi-agency working through:

- safeguarding audits;
- review of safeguarding records;
- feedback from partner agencies;
- monitoring outcomes for vulnerable pupils;
- review of attendance at multi-agency meetings;
- learning from safeguarding practice reviews.

The Governing Body will receive anonymised reports providing assurance that multi-agency safeguarding arrangements are effective.

9.13 Staff Responsibilities

All staff are responsible for:

- working cooperatively with partner agencies;
- attending meetings where requested;
- sharing information promptly with the DSL;
- maintaining professional relationships;
- contributing to safeguarding plans;
- recording safeguarding activity accurately on CPOMS;
- maintaining confidentiality while recognising that safeguarding information must be shared when necessary to protect children.

Section 10 – Site Security, Visitors and Contractors

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Health and Safety legislation and DfE guidance on school security)

10.1 Statement of Commitment

The Stalyhill Schools' Federation is committed to providing a safe, secure and welcoming environment in which children can learn and thrive.

The federation recognises that effective site security is an important element of safeguarding and that robust procedures help protect children from harm, prevent unauthorised access and reduce safeguarding risks.

All visitors, contractors and adults working on site are expected to understand and comply with the federation's safeguarding procedures.

The safety and welfare of children will always be the federation's primary consideration.

10.2 Site Security

The Headteacher has overall responsibility for ensuring appropriate site security arrangements are in place.

The federation will:

- maintain secure perimeter boundaries where reasonably practicable;
- ensure entrances are appropriately controlled during the school day;

- keep external gates and doors secure in line with the school's security procedures;
- regularly review site security arrangements through risk assessments;
- monitor access to school buildings;
- maintain effective supervision of pupils during the school day;
- ensure safeguarding considerations are incorporated into emergency planning;
- promptly address any identified security risks.

Security arrangements will always seek to balance safeguarding with creating a welcoming environment for children, families and visitors.

10.3 Visitors

All visitors must:

- report to the main school reception on arrival;
- sign in using the school's visitor management system;
- provide photographic identification if requested;
- wear a visitor badge that is visible at all times;
- sign out before leaving the site;
- return their visitor badge upon departure.

Visitors will not be permitted to access teaching areas unless authorised by a member of staff.

10.4 Visitor Safeguarding Procedures

All visitors will receive appropriate safeguarding information, including:

- the identity of the Designated Safeguarding Lead (DSL) and Deputy DSLs;
- how to report a safeguarding concern;
- emergency evacuation procedures;
- expectations regarding professional conduct;
- arrangements for supervision where applicable.

Visitors must report any safeguarding concern immediately to the DSL or a member of the Senior Leadership Team.

10.5 Supervision of Visitors

Visitors who have not undergone appropriate safeguarding checks will:

- remain under the supervision of a member of staff at all times;
- not undertake regulated activity;
- not be left alone with pupils.

The level of supervision will be determined through a risk assessment, taking account of:

- the purpose of the visit;
- the areas being accessed;
- the nature and duration of contact with pupils;
- any safeguarding checks already completed.

10.6 Contractors

The federation recognises that contractors may regularly work on site during the school day.

Before commencing work, appropriate checks will be undertaken to determine whether:

- the work is regulated activity;
- a Disclosure and Barring Service (DBS) check is required;
- supervision arrangements are necessary;
- safeguarding risks have been appropriately assessed.

Contractors must:

- report to reception;
- sign in and out;
- wear identification;
- comply with safeguarding procedures;
- remain within authorised work areas;
- report safeguarding concerns immediately.

Contractors working in areas accessible to pupils may be supervised where appropriate.

10.7 Agency Staff, Supply Teachers and Peripatetic Staff

Agency staff, supply teachers and peripatetic staff will:

- receive safeguarding information before working with pupils;
- understand the federation's safeguarding procedures;
- know how to contact the DSL;
- understand procedures for reporting concerns;
- comply with the Staff Code of Conduct.

The federation will obtain written confirmation from employment agencies that all required safer recruitment checks have been completed before individuals begin work.

10.8 Volunteers

Volunteers will be appropriately risk assessed.

The federation will determine:

- whether an enhanced DBS check is required;
- whether barred list information is required;
- whether supervision is necessary;
- whether safeguarding training is appropriate.

Volunteers will receive safeguarding information relevant to their role and must follow all school safeguarding procedures.

10.9 Professional Conduct

All adults working on site are expected to:

- maintain appropriate professional boundaries;
- wear suitable identification;
- avoid unsupervised access to pupils unless authorised;
- comply with the Staff Code of Conduct;
- use school IT systems appropriately;
- report safeguarding concerns immediately.

The use of personal devices for photographing or recording pupils is prohibited unless specifically authorised in accordance with school policy.

10.10 Use of School Premises

Where external organisations hire or use school premises, the Headteacher and Governing Body will seek assurance that appropriate safeguarding arrangements are in place.

This may include confirmation that:

- safeguarding and child protection policies are in place;
- appropriate DBS checks have been completed where required;
- staff and volunteers are appropriately trained;
- safeguarding concerns will be reported promptly;
- appropriate insurance arrangements are in place.

Safeguarding expectations will be clearly communicated through lettings agreements where applicable.

10.11 Educational Visits and Off-Site Activities

Safeguarding arrangements apply equally during:

- educational visits;
- residential visits;
- sporting activities;
- extracurricular clubs;
- wraparound childcare;
- off-site learning;
- transport organised by the school.

Appropriate risk assessments will identify:

- supervision arrangements;
- safeguarding risks;
- emergency procedures;
- medical needs;
- communication arrangements.

All adults involved in visits must understand their safeguarding responsibilities.

10.12 Site Security During Emergencies

The federation has procedures to respond to emergencies, including:

- lockdown;
- evacuation;
- missing child incidents;
- serious incidents on site;
- intruders;
- critical safeguarding incidents.

Staff receive appropriate training and guidance regarding emergency procedures.

Following any significant incident, safeguarding arrangements will be reviewed to identify lessons learned.

10.13 Monitoring and Review

The Headteacher and Governing Body will regularly review site security arrangements through:

- safeguarding audits;
- health and safety inspections;
- premises risk assessments;
- visitor monitoring;
- incident reviews;
- safeguarding reports.

Security arrangements will be amended where risks or statutory guidance change.

10.14 Staff Responsibilities

Every member of staff is responsible for:

- challenging unknown adults who are not displaying identification, where it is safe to do so;
- reporting security concerns immediately;
- ensuring visitors follow school procedures;
- supervising visitors where required;
- maintaining vigilance throughout the school day;
- reporting safeguarding concerns without delay.

All staff should remain alert to behaviour that may indicate a safeguarding or security risk and maintain an attitude of "it could happen here."

Section 11 – Quality Assurance, Monitoring and Governance

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and Ofsted expectations)

11.1 Statement of Commitment

Stalyhill Infant School is committed to maintaining the highest standards of safeguarding practice through effective governance, robust quality assurance and continuous improvement.

The Governing Body recognises that safeguarding is a strategic priority and accepts collective responsibility for ensuring that the school fulfils its statutory safeguarding duties.

Quality assurance enables the school to evaluate the effectiveness of safeguarding arrangements, identify areas for improvement and ensure that children receive timely and appropriate support.

Safeguarding will remain at the heart of the school's leadership, culture and decision-making.

11.2 Responsibilities of the Governing Body

The Governing Body will provide strategic leadership and oversight of safeguarding by ensuring that:

- safeguarding arrangements comply with current legislation and statutory guidance;
- safeguarding policies are reviewed at least annually and updated immediately following significant legislative or procedural changes;
- the federation has an effective Child Protection and Safeguarding Policy which is published on its website;
- sufficient resources are allocated to enable safeguarding responsibilities to be carried out effectively;
- safeguarding is integrated into strategic planning and school improvement priorities;
- safeguarding remains a standing item on Governing Body agendas;
- safeguarding risks are appropriately identified and managed;
- robust systems are in place for monitoring safeguarding practice;
- appropriate challenge and support are provided to school leaders.

Governors will always act in the best interests of children and promote a culture where safeguarding is everyone's responsibility.

11.3 Safeguarding Governor

The Governing Body will appoint a Safeguarding Governor with responsibility for providing strategic scrutiny and assurance.

The Safeguarding Governor will:

- meet regularly with the Designated Safeguarding Lead (DSL);
- review safeguarding policies and procedures;
- monitor safeguarding training compliance;
- review safeguarding audits and action plans;
- monitor the effectiveness of safer recruitment arrangements;
- review filtering and monitoring reports and online safety arrangements;
- consider safeguarding themes and emerging risks;
- report safeguarding matters to the Governing Body.

The Safeguarding Governor will not become involved in operational safeguarding decisions or individual child protection cases.

11.4 Headteacher Responsibilities

The Headteacher will ensure that safeguarding arrangements are implemented effectively throughout the school.

This includes:

- promoting a strong safeguarding culture;

- ensuring safeguarding policies are understood and followed;
- monitoring safeguarding practice;
- supporting the DSL;
- ensuring staff receive appropriate safeguarding training;
- acting promptly where improvements are identified;
- ensuring lessons learned are embedded into practice.

11.5 Designated Safeguarding Lead (DSL)

The DSL will monitor the effectiveness of safeguarding through regular quality assurance activities, including:

- safeguarding file audits;
- review of CPOMS records and chronologies;
- monitoring referral timescales;
- evaluating outcomes for vulnerable children;
- reviewing attendance, behaviour and welfare information;
- identifying safeguarding themes and emerging trends;
- monitoring children receiving Early Help or Child Protection support;
- reviewing safeguarding practice following significant incidents.

The DSL will produce regular safeguarding reports for the Headteacher and Governing Body.

All reports presented to governors will be anonymised.

11.6 Safeguarding Audits

The school will undertake regular safeguarding audits to evaluate compliance with statutory guidance and identify areas for improvement.

Audits may include:

- safeguarding records;
- staff training;
- safer recruitment;
- Single Central Record (SCR);
- attendance;
- online safety;
- filtering and monitoring;
- premises security;
- behaviour and child-on-child abuse;
- whistleblowing;
- low-level concerns;
- child protection procedures.

Where audits identify areas requiring improvement, an action plan will be implemented and monitored.

11.7 Single Central Record (SCR)

The Governing Body will ensure that the schools maintain an accurate and compliant Single Central Record.

The SCR will be regularly reviewed to confirm that all required safer recruitment checks have been completed for:

- employees;
- governors;
- agency workers;
- supply staff;
- contractors where appropriate;
- trainee teachers;
- volunteers undertaking regulated activity.

The SCR will be subject to routine internal monitoring and periodic governor scrutiny.

11.8 Monitoring Safeguarding Practice

The federation will monitor safeguarding practice through:

- safeguarding audits;
- governor visits;
- policy reviews;
- safeguarding supervision;
- staff feedback;
- pupil voice;
- parental feedback;
- safeguarding practice reviews;
- external safeguarding reviews where appropriate;
- inspection outcomes.

Monitoring activities will focus on improving outcomes for children rather than solely measuring compliance.

11.9 Safeguarding Data and Trends

The DSL will analyse safeguarding information to identify:

- emerging safeguarding themes;
- patterns of concern;
- attendance trends;
- recurring welfare issues;
- child-on-child abuse;
- online safety incidents;
- Early Help effectiveness;
- referral outcomes;
- training needs.

Analysis will inform federation improvement planning, staff training and safeguarding priorities.

11.10 Learning from Safeguarding Practice

The federation is committed to continuous improvement.

Learning will be drawn from:

- Child Safeguarding Practice Reviews;
- local safeguarding reviews;
- safeguarding incidents;
- complaints;
- audits;
- Ofsted inspections;
- local authority reviews;
- staff reflections;
- pupil voice.

Where improvements are identified, policies, procedures and training will be updated accordingly.

11.11 Pupil Voice

The federation recognises that listening to children is essential in evaluating safeguarding practice.

Children will be given opportunities to:

- express their views;
- identify adults they trust;
- contribute to safeguarding developments;
- comment on how safe they feel in school;
- participate in surveys and pupil voice activities.

The federation will consider children's lived experiences when evaluating safeguarding arrangements.

11.12 Staff Wellbeing

The Governing Body recognises that safeguarding responsibilities can have a significant emotional impact on staff.

The federation will:

- promote staff wellbeing;
- provide safeguarding supervision for the DSL and Deputy DSLs;
- offer support following serious safeguarding incidents;
- encourage reflective practice;
- promote a culture where staff feel confident seeking advice and support.

11.13 External Scrutiny

The federation welcomes external scrutiny as part of safeguarding quality assurance.

This may include:

- Local Authority safeguarding reviews;
- safeguarding audits;
- safeguarding partnership reviews;
- Ofsted inspections;
- peer reviews;
- external safeguarding consultants where appropriate.

Recommendations arising from external reviews will be incorporated into the federation's safeguarding action plan.

11.14 Policy Review

This policy will be formally reviewed by the Governing Body **at least annually**.

An earlier review will take place where:

- statutory guidance changes;
- legislation changes;
- local safeguarding procedures change;
- safeguarding practice reviews identify learning;
- significant safeguarding incidents occur;
- inspection findings require policy amendments.

Minor amendments required during the year may be approved by the Headteacher in consultation with the Chair of Governors and reported to the Governing Body at the next available meeting.

11.15 Governing Body Assurance

To enable effective governance, the Governing Body will receive regular anonymised safeguarding reports that may include:

- numbers and types of safeguarding concerns;
- referrals to Children's Social Care;
- Early Help involvement;
- attendance and persistent absence data;
- children with Child in Need or Child Protection Plans;
- children with social workers;
- looked after and previously looked after children;
- training compliance;
- safer recruitment compliance;
- Single Central Record monitoring;
- filtering and monitoring updates;
- online safety incidents;
- low-level concerns and allegations (reported in anonymised form);

- safeguarding audit outcomes;
- progress against safeguarding action plans.

These reports will enable governors to provide constructive challenge and strategic support while maintaining the confidentiality of individual children and staff.

11.16 Continuous Improvement

Stalyhill Schools' Federation is committed to fostering a culture of continual reflection and improvement. Safeguarding arrangements will be regularly evaluated to ensure they remain effective, responsive to emerging risks and centred on the needs of children.

The federation will ensure that lessons learned from safeguarding practice are embedded into policy, training and day-to-day practice so that safeguarding arrangements continue to evolve and improve.

Section 12 – Linked Policies and Related Procedures

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026)

12.1 Purpose

Safeguarding is embedded across every aspect of school life and cannot be viewed in isolation. This Child Protection and Safeguarding Policy should be read alongside the federation's wider policies and procedures, which collectively support the safety, welfare and wellbeing of all pupils.

The Governing Body is responsible for ensuring that these policies are consistent with current legislation, statutory guidance and local safeguarding procedures. All linked policies will be reviewed in accordance with the federation's policy review schedule or sooner if legislative or statutory changes require.

12.2 Safeguarding and Child Protection

This policy should be read in conjunction with:

- Staff Code of Conduct
- Managing Allegations Against Staff Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Visitor and Contractor Procedures
- Induction Policy
- Staff Disciplinary Policy
- Staff Grievance Policy

12.3 Behaviour, Attendance and Pupil Welfare

The following policies contribute to safeguarding by promoting pupils' welfare and wellbeing:

- Positive Behaviour and Relationships Policy
- Attendance Policy
- Children Missing Education Procedure
- Suspension and Permanent Exclusion Policy
- Anti-Bullying Policy
- Restrictive Physical Intervention Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy
- Mental Health and Emotional Wellbeing Policy
- Personal, Social, Health and Economic (PSHE) Education Policy
- Relationships Education Policy

12.4 Online Safety and Digital Safeguarding

The federation recognises that safeguarding extends to children's use of technology and digital environments.

This policy should be read alongside the:

- Online Safety Policy
- Filtering and Monitoring Policy
- Acceptable Use Policy (Staff)
- Acceptable Use Policy (Pupils)
- Mobile Phone and Smart Device Policy
- Social Media Policy
- Remote Education Policy
- Cyber Security Procedures

These policies support compliance with the DfE Filtering and Monitoring Standards and current statutory guidance.

12.5 Equality, Inclusion and SEND

Safeguarding arrangements should also be read alongside:

- Equality Policy
- SEND Policy
- Accessibility Plan
- Supporting Pupils with Medical Needs Policy
- Looked After and Previously Looked After Children Policy (where applicable)

These policies ensure safeguarding arrangements meet the needs of vulnerable children and promote equality of opportunity.

12.6 Health, Safety and Educational Visits

This policy should be read in conjunction with:

- Health and Safety Policy
- Educational Visits Policy
- Emergency and Critical Incident Procedures
- Fire Safety Procedures
- Premises Security Procedures
- Risk Assessment Procedures

These policies contribute to maintaining a safe environment for pupils, staff and visitors.

12.7 Information Governance

Safeguarding information will be managed in accordance with:

- Data Protection (UK GDPR) Policy
- Privacy Notices
- Records Management Policy
- Information Security Policy
- CCTV Policy (where applicable)
- Document Retention Schedule

These policies support lawful, secure and proportionate management of safeguarding information.

12.8 Complaints and Professional Conduct

The following policies support a culture of accountability and transparency:

- Complaints Policy
- Professional Conduct Policy
- Capability Policy
- Disciplinary Policy
- Grievance Policy
- Gifts and Hospitality Policy (where applicable)

12.9 Governance

The Governing Body will ensure that all linked safeguarding policies:

- are reviewed regularly;
- reflect current statutory guidance;
- are consistent with one another;
- are available to staff;
- are published on the school website where required;
- are understood by all staff through induction and ongoing training.

The Governing Body will monitor compliance through safeguarding reports, audits and policy review cycles.

12.10 Related National Guidance

This policy has been developed with regard to the following statutory guidance and advice:

- **Keeping Children Safe in Education (2026)**
- **Working Together to Safeguard Children** (latest edition)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services
- Working Together to Improve School Attendance
- Behaviour in Schools
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Sharing nudes and semi-nudes: Advice for Education Settings
- Meeting Digital and Technology Standards in Schools – Filtering and Monitoring Standards
- Guidance on Children Missing Education
- Teacher Standards

Where any of the above guidance is updated, the federation will review this policy and associated procedures to ensure continued compliance.

12.11 Review of Linked Policies

The Designated Safeguarding Lead, Headteacher and Governing Body will ensure that linked policies remain aligned and mutually supportive.

Where safeguarding audits, Child Safeguarding Practice Reviews, Ofsted inspections or local safeguarding reviews identify areas for improvement, the relevant policies will be updated without delay.

Section 13 – Definitions

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and current safeguarding legislation)

The following definitions are provided to support a shared understanding of safeguarding terminology used throughout this policy.

13.1 Safeguarding and Promoting the Welfare of Children

Safeguarding and promoting the welfare of children is defined as:

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

Safeguarding is everyone's responsibility and requires all staff to work together to protect children from harm.

13.2 Child

A child is anyone who has not yet reached their eighteenth birthday.

The fact that a child has reached sixteen years of age, is living independently, is in further education, is a member of the armed forces, is in hospital or is in custody does not change their status or entitlement to safeguarding protection.

13.3 Child Protection

Child protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child protection is one part of the wider safeguarding agenda.

13.4 Abuse

Abuse is a form of maltreatment of a child.

A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Children may be abused:

- within their family;
- within institutional settings;
- by trusted adults;
- by strangers;
- online;
- by one or more other children.

Abuse may occur wholly online, face to face or through a combination of both.

13.5 Categories of Abuse

The four recognised categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

These are defined in **Keeping Children Safe in Education 2026** and **Working Together to Safeguard Children**.

13.6 Early Help

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

Effective Early Help aims to:

- improve outcomes for children;
- prevent concerns from escalating;
- reduce the need for statutory intervention.

13.7 Significant Harm

Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child.

Consideration of significant harm depends upon:

- the child's age;
- developmental stage;
- health;
- disability;
- vulnerability;
- the nature, severity and duration of harm.

13.8 Children in Need

A Child in Need is defined under Section 17 of the Children Act 1989 as a child who:

- is unlikely to achieve or maintain a reasonable standard of health or development without support;
- is disabled; or
- whose health or development is likely to be significantly impaired without the provision of services.

13.9 Child at Risk of Significant Harm

A child is at risk of significant harm where there is reasonable cause to suspect that they are suffering, or are likely to suffer, significant harm, as defined by Section 47 of the Children Act 1989.

13.10 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is the senior member of staff with lead responsibility for safeguarding and child protection within the school.

The DSL is responsible for:

- coordinating safeguarding arrangements;
- managing referrals;
- supporting staff;
- maintaining safeguarding records;
- working with safeguarding partners;
- promoting a strong safeguarding culture.

Deputy DSLs are trained to undertake these responsibilities in the absence of the DSL.

13.11 Child-on-Child Abuse

Child-on-child abuse is abuse that occurs between children.

It may include:

- bullying (including cyberbullying);
- physical abuse;
- sexual violence;
- sexual harassment;
- online abuse;
- image-based abuse, including the sharing of nude or semi-nude images;
- initiation or hazing-type violence;
- coercive behaviour;
- emotional abuse.

The school recognises that child-on-child abuse may occur inside or outside school and may take place online.

13.12 Extra-Familial Harm

Extra-familial harm refers to abuse that occurs outside the family home.

This may include:

- child criminal exploitation;
- child sexual exploitation;
- county lines;
- serious violence;
- online exploitation;
- trafficking;
- harmful groups or networks.

Children may experience multiple forms of extra-familial harm simultaneously.
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13.13 Child Criminal Exploitation (CCE)

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

The child may appear to consent but cannot give informed consent where exploitation exists.

13.14 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse.

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

The abuse may involve physical contact or occur entirely online.

13.15 Online Safety

Online safety is the school's approach to protecting children when using technology.

This includes protection from:

- inappropriate content;
- harmful contact;
- harmful conduct;
- commercial risks.

Online safeguarding also includes education around digital resilience, responsible technology use and safe online behaviour.

13.16 Mental Health

All staff should be aware that mental health concerns may, in some cases, be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation.

Mental health difficulties alone do not constitute a safeguarding concern but may require safeguarding consideration where they are linked to abuse or vulnerability.

13.17 Professional Curiosity

Professional curiosity is the process of questioning, exploring and seeking to understand a child's lived experience rather than accepting explanations at face value.

Professional curiosity supports early identification of safeguarding concerns and effective decision-making.

13.18 Low-Level Concern

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Code of Conduct;
- falls below expected professional standards; or
- may indicate emerging concerns about professional boundaries.

Low-level concerns do not meet the harm threshold but must still be reported, recorded and managed appropriately.

13.19 Filtering and Monitoring

Filtering and monitoring are technical and organisational measures used to reduce children's exposure to inappropriate or harmful online content while using the school's IT systems.

The Governing Body has strategic responsibility for ensuring that effective filtering and monitoring arrangements are in place and regularly reviewed.

13.20 Safeguarding Culture

A safeguarding culture is one in which:

- children feel safe and are listened to;
- concerns are identified and acted upon promptly;
- staff remain professionally curious;
- safeguarding is everyone's responsibility;
- challenge is welcomed;
- children are supported to achieve the best possible outcomes.

13.21 Vulnerable Children

Some children may be at greater risk of abuse or neglect due to their individual circumstances.

This includes, but is not limited to:

- children with Special Educational Needs and/or Disabilities (SEND);
- children with social workers;
- looked after and previously looked after children;
- young carers;
- children affected by domestic abuse;
- children experiencing family substance misuse or parental mental ill health;
- children who are persistently absent or missing education;
- children vulnerable to exploitation or radicalisation.

Each child's needs will be considered individually, and staff will avoid making assumptions based solely on a child's characteristics or background.

13.22 Safeguarding Partners

Safeguarding partners are the statutory agencies responsible for coordinating safeguarding arrangements locally.

They include:

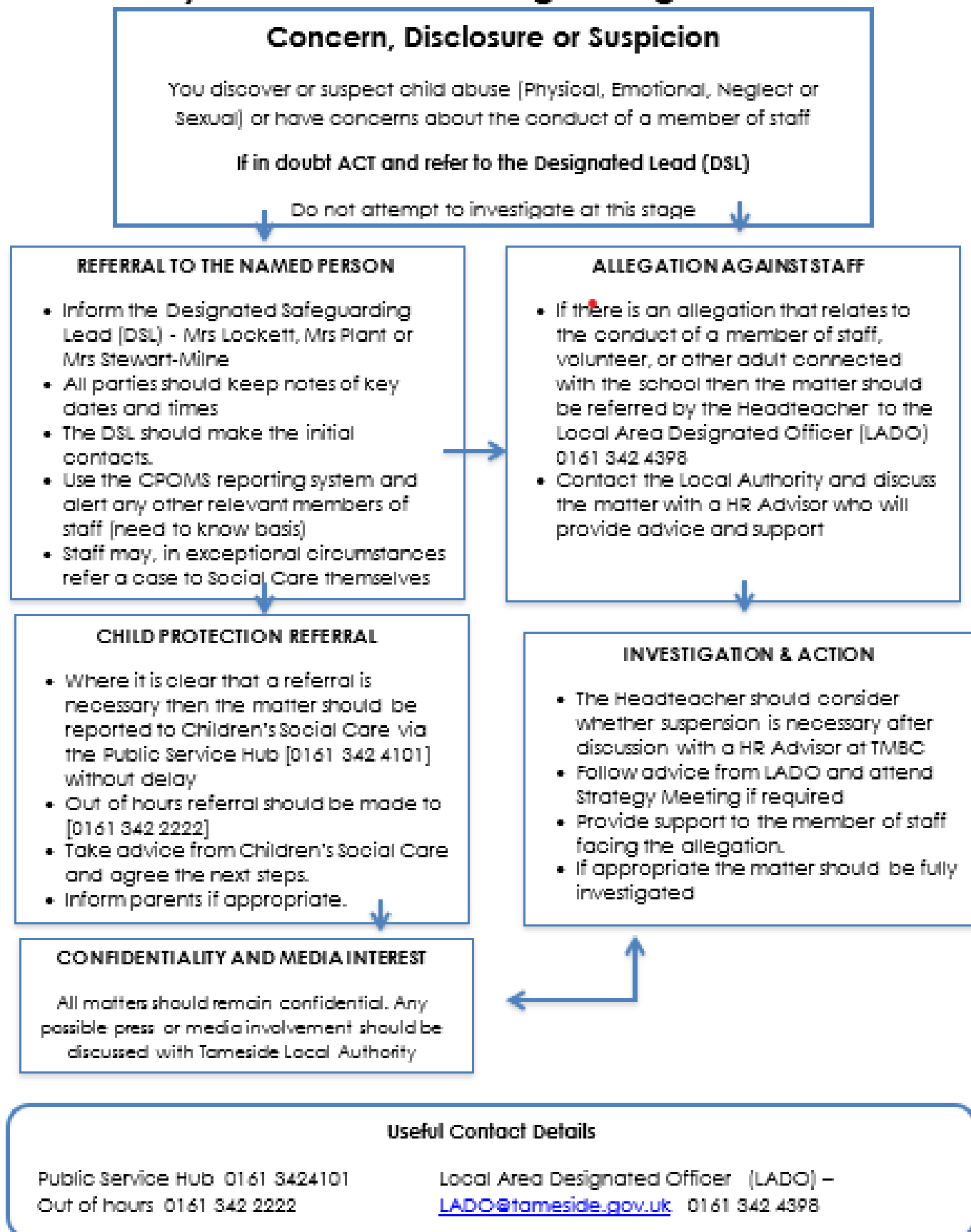
- the Local Authority;
- the Integrated Care Board (ICB);
- the Chief Officer of Police.

Schools work collaboratively with safeguarding partners to promote children's welfare and protect them from harm.

14.33 Glossary of Common Abbreviations

Abbreviation	Meaning
CAMHS	Child and Adolescent Mental Health Services (or equivalent local service)
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
CP	Child Protection
CPOMS	Child Protection Online Management System
DSL	Designated Safeguarding Lead
DBS	Disclosure and Barring Service
EHCP	Education, Health and Care Plan
LADO	Local Authority Designated Officer
MARAC	Multi-Agency Risk Assessment Conference
MASH	Multi-Agency Safeguarding Hub (where applicable)
PEP	Personal Education Plan
PSHE	Personal, Social, Health and Economic Education
SEND	Special Educational Needs and/or Disabilities
UK GDPR	United Kingdom General Data Protection Regulation

Stalyhill Infant School Safeguarding Procedures



Appendix B – Categories of Abuse

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children)

All federation staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events. In most cases, multiple issues will overlap and children may experience more than one form of abuse at the same time.

Abuse can occur:

- within the family;
- within institutional or community settings;
- by trusted adults;
- by strangers;
- by one or more other children (child-on-child abuse);
- online;
- through a combination of online and face-to-face interactions.

Staff should always maintain an attitude of **"it could happen here"** and remain professionally curious about any concerns relating to a child's welfare.

1. Physical Abuse

Physical abuse is deliberately causing physical harm to a child.

It may involve:

- hitting;
- shaking;
- throwing;
- poisoning;
- burning or scalding;
- drowning;
- suffocating;
- fabricating or inducing illness;
- otherwise causing physical harm.

Physical abuse may also occur when a parent or carer deliberately causes symptoms of illness in a child.

Possible Indicators

Children may:

- have unexplained bruises, burns or injuries;
- wear clothing inappropriate for the weather to conceal injuries;
- appear frightened of going home;
- flinch when approached;
- give inconsistent explanations for injuries;
- regularly miss PE or swimming;
- display aggressive or withdrawn behaviour.

The presence of one indicator alone does not necessarily mean abuse has occurred. Staff should always consider the wider context.

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on their emotional development.

It may involve:

- conveying to a child that they are worthless, unloved or inadequate;
- placing inappropriate expectations on a child;
- making a child feel frightened or in danger;
- exploiting or corrupting a child;
- preventing normal social interaction;
- serious bullying, including cyberbullying;
- causing children frequently to feel frightened or humiliated.

Emotional abuse may occur alongside other forms of abuse.

Possible Indicators

Children may:

- appear withdrawn or anxious;
 - demonstrate low self-esteem;
 - become excessively compliant;
 - show delayed emotional development;
 - exhibit self-harming behaviours;
 - experience significant behavioural changes;
 - display attention-seeking behaviour;
 - become socially isolated.
-

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities.

The activities may involve:

- physical contact;
- penetrative or non-penetrative acts;
- sexual touching;
- causing a child to watch sexual acts;
- encouraging children to behave in sexually inappropriate ways;
- grooming;
- online sexual abuse;
- sexual exploitation.

Sexual abuse may be committed by adults or by other children.

The abuse may occur entirely online, including through:

- coercion to create sexual images;
- live streaming;
- online grooming;
- image-based abuse;
- sexual extortion.

Possible Indicators

Children may:

- demonstrate sexual knowledge inappropriate for their age;
- avoid particular people;
- become withdrawn;
- self-harm;
- experience changes in behaviour;
- become anxious or depressed;

- disclose abuse;
 - become reluctant to use technology.
-

4. Neglect

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

It may involve failing to provide:

- adequate food;
- clothing;
- shelter;
- supervision;
- medical care;
- emotional warmth;
- protection from harm;
- access to education.

Neglect may also include failure to respond appropriately to a child's emotional needs.

Possible Indicators

Children may:

- frequently arrive hungry;
 - be consistently poorly clothed;
 - have poor hygiene;
 - suffer untreated medical conditions;
 - experience poor attendance;
 - appear tired or lethargic;
 - demonstrate delayed development;
 - frequently miss health appointments.
-

5. Child-on-Child Abuse

The federation recognises that children are capable of abusing other children.

Child-on-child abuse is never dismissed as:

- banter;
- part of growing up;
- harmless fun;
- having a laugh;
- boys being boys.

It will always be taken seriously.

Child-on-child abuse may include:

- bullying;
- cyberbullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- image-based abuse, including sharing nude or semi-nude images;
- coercive behaviour;
- initiation or hazing-type violence;
- upskirting;

- prejudice-based abuse.
-

6. Child Criminal Exploitation (CCE)

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity.

Children may appear to consent but cannot provide informed consent where exploitation exists.

Possible Indicators

- unexplained money or gifts;
 - repeated missing episodes;
 - association with older individuals;
 - carrying weapons;
 - increased secrecy;
 - unexplained travel;
 - changes in friendships;
 - involvement in anti-social behaviour.
-

7. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse involving exploitation through an imbalance of power.

Children may receive:

- gifts;
- money;
- affection;
- accommodation;
- alcohol;
- drugs;
- status.

In exchange they may be manipulated into sexual activity.

CSE can occur:

- in person;
 - online;
 - through organised groups;
 - through peer relationships.
-

8. Domestic Abuse

Children who witness domestic abuse are victims in their own right.

Domestic abuse may include:

- physical abuse;
- emotional abuse;
- coercive or controlling behaviour;
- economic abuse;
- psychological abuse;
- sexual abuse.

Domestic abuse can have significant long-term effects on children's emotional wellbeing and development.

9. Online Abuse

Online abuse may occur through:

- grooming;
- exploitation;
- bullying;
- coercion;
- image-based abuse;
- sexual extortion;
- radicalisation;
- fraud;
- exposure to harmful content.

Children should be taught how to report concerns and access trusted adults.

10. Serious Violence

Staff should be aware of indicators that may signal involvement in serious violence.

These may include:

- increased absence;
 - unexplained injuries;
 - carrying weapons;
 - changes in friendships;
 - unexplained gifts;
 - emotional changes;
 - substance misuse.
-

11. Radicalisation

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies.

Indicators may include:

- isolation;
- sudden changes in behaviour;
- accessing extremist material;
- expressing intolerant views;
- becoming secretive.

Concerns should be referred to the DSL, who will consider referral through the **Prevent** process where appropriate.

12. Female Genital Mutilation (FGM)

FGM comprises procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

FGM is illegal in the UK and constitutes child abuse.

Teachers have a **mandatory duty** to report to the Police where they discover (through disclosure or visual evidence) that FGM appears to have been carried out on a girl under the age of 18. The DSL should also be informed immediately.

13. Forced Marriage

Forced marriage is where one or both parties do not, or cannot, consent to the marriage and pressure or abuse is used.

This differs from an arranged marriage, where both parties freely consent.

Any concerns should be reported immediately to the DSL.

14. Honour-Based Abuse (HBA)

Honour-based abuse encompasses incidents or crimes committed to protect or defend the perceived honour of a family or community.

It may include:

- forced marriage;
- FGM;
- physical abuse;
- emotional abuse;
- coercive control;
- threats or intimidation.

All concerns must be treated as safeguarding concerns.

15. Modern Slavery and Human Trafficking

Children may be trafficked for the purposes of:

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

Indicators may include restricted freedom of movement, fearfulness, poor attendance, unexplained travel and signs of exploitation.

16. Children Missing Education (CME)

Persistent absence or children missing education can be an important indicator of abuse or neglect.

The school will follow statutory guidance and local procedures where children:

- fail to attend regularly;
- disappear from education;
- repeatedly go missing.

Attendance concerns will always be considered alongside safeguarding information.

17. Mental Health and Safeguarding

Mental health difficulties are **not** in themselves indicators of abuse.

However, they may:

- be a response to abuse or neglect;
- increase vulnerability;
- mask safeguarding concerns.

Staff should report concerns where mental health issues appear linked to safeguarding risks.

Key Principles for Staff

When responding to any concerns, staff should:

- remain professionally curious;
- listen carefully to children;
- record concerns factually on **CPOMS**;
- avoid investigating or asking leading questions;
- report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL;
- never assume someone else has acted; and
- remember that the child's welfare is the paramount consideration.

This appendix should be read alongside the main **Child Protection and Safeguarding Policy, Keeping Children Safe in Education 2026**, and local safeguarding partnership procedures.

Appendix C – Specific Safeguarding Issues

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and current statutory guidance)

Statement of Purpose

Staff should be aware that safeguarding concerns rarely occur in isolation. Children may experience multiple forms of abuse, neglect, exploitation or vulnerability simultaneously.

This appendix provides an overview of the specific safeguarding issues identified in **Keeping Children Safe in Education (2026)**. It is not exhaustive and should be read alongside current statutory guidance and local safeguarding partnership procedures.

All staff should maintain an attitude of **"it could happen here"** and exercise professional curiosity whenever concerns arise.

1. Child-on-Child Abuse

Children can abuse other children both inside and outside school, including online.

Child-on-child abuse may include:

- bullying (including cyberbullying);
- physical abuse;
- sexual violence;
- sexual harassment;
- image-based abuse, including sharing nude or semi-nude images;
- coercive and controlling behaviour;
- initiation or hazing-type violence;
- upskirting;
- prejudice-based abuse.

The school recognises that:

- child-on-child abuse can occur between any children, regardless of age or gender;
- victims and perpetrators may both require safeguarding support;
- abuse will never be dismissed as "banter", "part of growing up" or "boys being boys."

All concerns will be investigated and managed in accordance with the school's Child-on-Child Abuse procedures.

2. Child Criminal Exploitation (CCE)

CCE occurs where an individual or group exploits an imbalance of power to coerce, manipulate or deceive a child into criminal activity.

Children may be exploited through:

- county lines;
- drug supply;
- theft;
- violence;
- transporting money or weapons;
- financial exploitation.

Possible indicators

- unexplained money or gifts;
- carrying weapons;

- going missing;
 - unexplained travel;
 - changes in friendships;
 - increased secrecy;
 - decline in school attendance;
 - association with older individuals.
-

3. Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse involving exploitation through an imbalance of power.

It may occur:

- in person;
- online;
- through organised networks;
- through peer relationships.

Children may receive:

- gifts;
- affection;
- accommodation;
- money;
- alcohol;
- drugs;
- status.

Staff should recognise that children may not understand they are being exploited.

4. County Lines

County lines is a form of organised criminal exploitation where criminal networks exploit children to transport drugs, money or weapons.

Children may:

- travel long distances;
 - go missing;
 - possess multiple mobile phones;
 - carry unexplained cash;
 - appear fearful;
 - disengage from education.
-

5. Domestic Abuse

Domestic abuse may involve:

- physical abuse;
- emotional abuse;
- coercive control;
- economic abuse;
- psychological abuse;
- sexual abuse.

Children who witness domestic abuse are victims in their own right and may require safeguarding support.

6. Serious Violence

Staff should understand the links between safeguarding and serious violence.

Indicators may include:

- unexplained injuries;
- carrying weapons;
- gang association;
- increased absence;
- substance misuse;
- emotional changes;
- unexplained gifts.

7. Children Missing Education (CME)

Persistent absence and children missing education can indicate safeguarding concerns including:

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

Attendance concerns will always be considered alongside safeguarding information.

8. Online Safety

Technology presents safeguarding opportunities and risks.

Staff should understand risks associated with:

- online grooming;
- cyberbullying;
- online exploitation;
- harmful content;
- inappropriate contact;
- harmful conduct;
- misinformation and disinformation;
- image-based abuse;
- online fraud;
- gaming platforms;
- livestreaming;
- emerging technologies, including artificial intelligence (AI).

The school maintains appropriate filtering and monitoring systems and teaches children how to stay safe online.

9. Sharing Nude and Semi-Nude Images

Children may create, receive or share nude or semi-nude images.

Staff must:

- never view or forward images unless absolutely necessary;

- report concerns immediately to the DSL;
- follow UKCIS guidance;
- avoid deleting images until advice has been obtained;
- involve the Police where criminal offences may have occurred.

Incidents will be managed proportionately, recognising the age and vulnerability of those involved.

10. Mental Health

Mental health concerns may sometimes indicate that a child has experienced abuse or neglect.

Staff should recognise:

- significant behavioural change;
- self-harm;
- anxiety;
- depression;
- eating difficulties;
- emotional withdrawal.

Mental health concerns alone are not safeguarding concerns but should always be considered alongside other information.

11. Preventing Radicalisation

Schools have a statutory duty under the Prevent Duty to help prevent children from being drawn into terrorism.

Possible indicators include:

- extremist views;
- accessing extremist material;
- isolation;
- significant behavioural changes;
- intolerance towards others.

Concerns should be referred to the DSL, who will consider referral to the **Channel Programme** where appropriate.

12. Female Genital Mutilation (FGM)

FGM is illegal and constitutes child abuse.

Teachers have a mandatory duty to report directly to the Police where they discover (through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

The DSL must also be informed immediately.

13. Forced Marriage

Forced marriage occurs where one or both parties do not consent and pressure or abuse is used.

Indicators may include:

- concerns about family travel abroad;
- extended absence;
- fear of upcoming holidays;

- family restrictions;
- emotional distress.

Staff should never attempt family mediation.

14. Honour-Based Abuse (HBA)

Honour-based abuse may include:

- forced marriage;
- FGM;
- assault;
- coercive control;
- emotional abuse;
- threats or intimidation.

All concerns require immediate safeguarding action.

15. Modern Slavery and Human Trafficking

Children may be exploited through:

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

Indicators include:

- restricted movement;
 - fearfulness;
 - unexplained travel;
 - poor attendance;
 - signs of coercion.
-

16. Homelessness

Staff should recognise that homelessness can place children at increased risk of:

- abuse;
- neglect;
- exploitation;
- poor physical and mental health.

The DSL will work with housing and safeguarding services where homelessness is identified.

17. Private Fostering

A private fostering arrangement occurs when a child under 16 (or under 18 if disabled) lives with someone who is not:

- a parent;
- a person with parental responsibility; or
- a close relative,

for 28 days or more.

The school has a duty to notify the Local Authority where it becomes aware of such arrangements.

18. Children with Special Educational Needs and/or Disabilities (SEND)

Children with SEND may:

- face additional communication barriers;
- experience increased vulnerability to abuse;
- be less likely to report concerns;
- require additional support to communicate.

Safeguarding practice will always take account of each child's individual needs.

19. Looked After and Previously Looked After Children

These children may have experienced trauma, abuse or neglect.

The school will work closely with:

- the Virtual School;
- social workers;
- carers;
- other professionals

to ensure appropriate safeguarding and educational support.

20. Children with a Social Worker

Children who have a social worker may be at greater risk of:

- abuse;
- neglect;
- exploitation;
- poor educational outcomes.

The DSL will maintain close communication with the allocated social worker and contribute fully to safeguarding plans.

21. Substance Misuse

Children may be affected by:

- their own substance misuse; or
- parental alcohol or drug misuse.

Staff should consider the impact on a child's safety, health and wellbeing and report concerns to the DSL.

22. Safeguarding and Attendance

Poor attendance, persistent absence and repeated lateness may indicate safeguarding concerns.

Attendance information will be considered alongside:

- welfare concerns;
- behavioural changes;
- family circumstances;
- exploitation;
- mental health;
- children missing education.

The school will follow statutory attendance guidance and work with families and external agencies to remove barriers to attendance.

23. Professional Curiosity

Staff should:

- remain professionally curious;
- question inconsistencies;
- consider the child's lived experience;
- seek advice from the DSL;
- record concerns promptly on **CPOMS**.

Professional curiosity supports earlier identification of abuse and better outcomes for children.

24. Emerging Safeguarding Risks

The school recognises that safeguarding risks evolve over time.

The DSL will ensure staff receive updates on emerging issues, which may include:

- artificial intelligence (AI) and generative AI misuse;
- deepfake and manipulated images;
- online scams targeting children;
- cryptocurrency-related exploitation;
- technology-assisted abuse;
- evolving patterns of criminal exploitation;
- emerging local safeguarding concerns identified by the safeguarding partnership.

Staff are expected to remain alert to new and developing risks and to engage with safeguarding updates throughout the year.

Responding to Any Specific Safeguarding Concern

All staff must:

- listen carefully to the child;
- reassure them that they have done the right thing by speaking up;
- never promise confidentiality;
- avoid asking leading questions or investigating;
- report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL;
- record concerns factually and promptly on **CPOMS**; and
- take immediate action if a child is at risk of significant harm.

The child's welfare will always be the paramount consideration, and all safeguarding decisions will be child-centred and made in accordance with statutory guidance.

Appendix D – Children Missing Education (CME) and Attendance

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and Working Together to Improve School Attendance)

1. Statement of Commitment

The Stalyhill Schools' Federation recognises that **good attendance is a vital safeguarding and welfare issue**. Children who are persistently absent, severely absent or missing education are at significantly greater risk of abuse, neglect, exploitation, poor educational outcomes and wider harm.

The federation is committed to promoting excellent attendance through a whole-school, child-centred approach, recognising that every child has the right to access education in a safe and supportive environment.

Safeguarding and attendance are intrinsically linked. Attendance concerns will always be considered alongside other indicators of vulnerability and never viewed in isolation.

2. Legal Framework

This appendix reflects the requirements of:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (latest edition)
- Working Together to Improve School Attendance
- Education Act 1996
- Children Act 1989
- Children Act 2004
- Local Authority Children Missing Education Procedures

3. Safeguarding and Attendance

The federation recognises that poor attendance may indicate that a child is:

- experiencing abuse or neglect;
- subject to child criminal exploitation (CCE);
- subject to child sexual exploitation (CSE);
- experiencing domestic abuse;
- suffering from poor mental health;
- vulnerable to radicalisation;
- affected by parental substance misuse;
- experiencing family breakdown;
- at risk of forced marriage or honour-based abuse;
- homeless or living in unstable accommodation.

Attendance concerns will always be assessed within the wider context of the child's circumstances.

4. Children Missing Education

A child missing education is a child of compulsory school age who:

- is not registered at a school; or
- has stopped attending education without appropriate explanation or alternative provision.

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

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

The federation will take all reasonable steps to locate and safeguard children who are missing education.

5. Attendance Monitoring

Attendance is monitored daily by designated school staff.

The school will:

- monitor attendance and punctuality;
- identify emerging attendance concerns promptly;
- analyse attendance patterns;
- identify persistent and severe absence;
- consider safeguarding indicators alongside attendance information;
- share concerns promptly with the Designated Safeguarding Lead (DSL).

Attendance monitoring forms part of the federation's wider safeguarding arrangements.

6. Persistent and Severe Absence

The federation recognises that children who are persistently or severely absent require careful safeguarding consideration.

Persistent Absence

Persistent absence refers to attendance below the threshold defined by the Department for Education.

Severe Absence

Children with very low attendance require enhanced safeguarding oversight and coordinated support.

Where attendance falls significantly, the federation will:

- identify barriers to attendance;
 - work closely with parents and carers;
 - consider whether Early Help is appropriate;
 - assess safeguarding risks;
 - involve external agencies where necessary;
 - monitor attendance closely.
-

7. Early Identification

The federation will seek to identify attendance concerns at the earliest opportunity.

Indicators may include:

- repeated lateness;

- frequent illness;
- patterns of absence;
- unexplained absences;
- frequent requests for leave;
- changes in behaviour;
- declining engagement;
- reduced academic progress.

Early intervention aims to prevent concerns escalating.

8. Responding to Unexplained Absence

Where a child is absent without explanation, the federation will:

- contact parents or carers on the first day of absence;
- record all contact attempts;
- continue to seek contact where necessary;
- assess any safeguarding concerns arising from the absence;
- inform the DSL where concerns exist.

Where contact cannot be established and safeguarding concerns remain, the federation will follow local Children Missing Education procedures.

9. Home Visits

Where appropriate and following a risk assessment, home visits may be undertaken to establish a child's welfare.

Home visits may be considered where:

- repeated contact attempts have failed;
- safeguarding concerns exist;
- attendance has deteriorated significantly;
- the child is vulnerable.

Home visits will be conducted in accordance with school procedures and staff safety guidance.

10. Children at Greater Risk

Additional vigilance will be exercised where attendance concerns relate to children who:

- have a social worker;
- are subject to Child Protection Plans;
- are Children in Need;
- are looked after or previously looked after;
- have SEND;
- have medical needs;
- experience domestic abuse;
- are known to Early Help;
- have experienced exploitation;
- are young carers.

These children may require multi-agency planning to improve attendance and reduce safeguarding risks.

11. Multi-Agency Working

The federation recognises that attendance concerns frequently require coordinated multi-agency intervention.

Where appropriate, the federation will work with:

- Children's Social Care;
- Early Help services;
- the Local Authority Attendance Service;
- Health professionals;
- Police;
- SEND services;
- family support services;
- housing services;
- other safeguarding partners.

The federation will participate fully in meetings and contribute information to support safeguarding assessments.

12. Children Missing from School During the Day

Where a child goes missing during the school day, staff will immediately:

- notify the Headteacher or senior leader;
- undertake a search of the school site;
- contact parents or carers;
- contact the Police where appropriate;
- record the incident;
- review safeguarding procedures following the incident.

The child's safety will remain the overriding priority.

13. Elective Home Education (EHE)

Where parents express an intention to educate their child at home, the federation will:

- discuss the decision with parents;
- consider whether any safeguarding concerns exist;
- notify the Local Authority as required;
- continue to fulfil statutory responsibilities.

If the federation believes that home education is being used to conceal safeguarding concerns, an immediate referral to Children's Social Care will be considered.

14. Removal from Roll

The federation will only remove a pupil from roll in accordance with statutory regulations.

Before removal, the federation will:

- make appropriate enquiries;
- notify the Local Authority where required;
- consider safeguarding concerns;
- ensure records are transferred securely to the receiving school where known.

The DSL will ensure safeguarding information accompanies the child.

15. Attendance and Mental Health

The federation recognises that poor attendance may be associated with:

- anxiety;
- emotional wellbeing;
- trauma;
- unmet special educational needs;
- neurodiversity;
- safeguarding concerns.

Attendance interventions will seek to understand the underlying reasons for absence and provide appropriate support.

16. Recording and Information Sharing

Attendance concerns will be recorded accurately using the federation 's attendance systems and, where appropriate, on **CPOMS**.

The DSL will ensure that attendance information is considered alongside other safeguarding information to identify patterns of risk.

Information will be shared with safeguarding partners where necessary to protect children.

17. Responsibilities

Governing Body

The Governing Body will:

- monitor attendance as part of safeguarding assurance;
- receive anonymised attendance reports;
- ensure statutory attendance duties are fulfilled;
- provide strategic challenge where attendance concerns emerge.

Headteacher

The Headteacher will:

- promote excellent attendance;
- ensure attendance procedures are implemented consistently;
- allocate appropriate resources;
- monitor attendance trends;
- support vulnerable pupils and families.

Designated Safeguarding Lead (DSL)

The DSL will:

- consider attendance as part of safeguarding assessments;
- monitor attendance of vulnerable children;
- coordinate safeguarding responses where attendance raises concerns;
- liaise with external agencies.

All Staff

All staff will:

- promote good attendance;
- identify emerging concerns;
- report safeguarding concerns linked to attendance;

- record concerns promptly;
 - support children to engage positively with education.
-

18. Monitoring and Review

The federation will regularly analyse attendance data to identify:

- persistent absence;
- severe absence;
- vulnerable groups;
- safeguarding themes;
- effectiveness of interventions.

Learning from attendance reviews, safeguarding audits and local safeguarding partnership guidance will be used to improve practice.

Key Principles

All staff should remember that:

- **Attendance is everyone's responsibility.**
- **Poor attendance may be an indicator of abuse, neglect or exploitation.**
- **Children missing education require an immediate safeguarding response.**
- **Early intervention is essential to improving outcomes.**
- **Attendance concerns should always be considered alongside the child's wider circumstances.**
- **The welfare of the child is the paramount consideration in all attendance-related decision-making.**

This appendix should be read alongside the federation's **Attendance Policy**, **Child Protection and Safeguarding Policy**, and current statutory guidance, including **Keeping Children Safe in Education (2026)** and **Working Together to Improve School Attendance**.

Appendix E – Early Help

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children)

1. Statement of Commitment

The Stalyhill Schools' Federation is committed to identifying children and families who may benefit from additional support at the earliest opportunity.

The federation recognises that providing effective Early Help can improve outcomes for children, reduce the impact of adversity and prevent concerns from escalating to statutory child protection intervention.

Early Help is a shared responsibility. All staff have a role in identifying emerging concerns, listening to children and families, and working with the Designated Safeguarding Lead (DSL) to ensure that the right support is provided at the right time.

The child's welfare will always remain the federation's paramount consideration.

2. What is Early Help?

Early Help means providing support as soon as a problem emerges, at any stage in a child's life, from pre-birth through adolescence.

Early Help aims to:

- improve outcomes for children;
- strengthen family resilience;
- reduce safeguarding risks;
- prevent concerns from escalating;
- support children to achieve their full potential.

Early Help is voluntary and is normally delivered with the agreement and involvement of parents and carers. However, where safeguarding concerns indicate that a child is suffering or is likely to suffer significant harm, statutory child protection procedures will take precedence.

3. Identifying Children Who May Benefit from Early Help

Any child may benefit from Early Help, but staff should be particularly alert where children:

- have attendance concerns or are persistently absent;
- have unmet educational needs;
- have Special Educational Needs and/or Disabilities (SEND);
- have an Education, Health and Care Plan (EHCP);
- have emerging mental health or emotional wellbeing needs;
- are young carers;
- are experiencing family breakdown;
- experience domestic abuse within the household;
- are affected by parental mental ill health;
- are affected by parental substance misuse;
- have a parent in prison;
- are at risk of homelessness;
- are living in poverty or experiencing financial hardship;
- are displaying behavioural concerns;
- are vulnerable to child criminal exploitation (CCE) or child sexual exploitation (CSE);
- are vulnerable to radicalisation;
- are experiencing online harm;
- have experienced bereavement, trauma or loss;
- are privately fostered;
- are looked after, previously looked after or have a social worker;

- are experiencing neglect or emerging safeguarding concerns.

Staff should always consider the child's individual circumstances and exercise professional curiosity.

4. Identifying Emerging Concerns

Early Help may be appropriate where staff observe:

- changes in behaviour or presentation;
- declining attendance or punctuality;
- reduced engagement in learning;
- deterioration in hygiene or self-care;
- emotional distress or anxiety;
- low mood or social withdrawal;
- friendship difficulties;
- repeated minor safeguarding concerns;
- changes in family circumstances;
- unexplained decline in academic progress.

While these concerns may not meet the threshold for statutory intervention, they should never be ignored.

5. The Role of All Staff

All staff are responsible for:

- recognising when a child may benefit from Early Help;
- listening carefully to children and taking their concerns seriously;
- discussing concerns promptly with the DSL or Deputy DSL;
- recording concerns factually on **CPOMS**;
- contributing information to assessments where requested;
- supporting agreed intervention plans;
- maintaining professional curiosity.

Staff should never assume that someone else has identified or reported concerns.

6. The Role of the Designated Safeguarding Lead (DSL)

The DSL will:

- consider whether Early Help is appropriate;
- assess the child's needs alongside other safeguarding information;
- consult with parents and carers where appropriate;
- coordinate referrals to Early Help services;
- contribute to Early Help Assessments;
- liaise with partner agencies;
- monitor the effectiveness of support;
- review progress regularly;
- escalate concerns where risks increase.

The DSL will ensure that Early Help is coordinated effectively and remains focused on improving outcomes for the child.

7. Working with Parents and Carers

The federation believes that effective Early Help is most successful when delivered in partnership with families.

Parents and carers will normally:

- be involved at the earliest opportunity;
- be informed of concerns;
- contribute to assessments;
- participate in planning;
- be involved in reviewing progress.

Where involving parents would place a child at increased risk of harm, the DSL will seek advice from Children's Social Care before sharing information.

8. Multi-Agency Early Help

Early Help is most effective when delivered collaboratively.

The federation may work with:

- Early Help Services;
- Children's Social Care;
- Health Visitors;
- School Nursing Services;
- General Practitioners (GPs);
- Child and Adolescent Mental Health Services (CAMHS) or other mental health services;
- Educational Psychology Services;
- SEND Services;
- Family Support Workers;
- Housing Services;
- Police;
- voluntary and community organisations;
- other education providers.

The federation will contribute fully to multi-agency planning and information sharing in accordance with statutory guidance.

9. Early Help Assessments

Where appropriate, the DSL may coordinate or contribute to an Early Help Assessment.

The assessment will:

- identify strengths as well as needs;
- consider the child's wishes and feelings;
- identify protective factors;
- assess risks;
- agree measurable outcomes;
- identify actions for all professionals involved;
- include review arrangements.

The child and family will be central to planning wherever it is safe and appropriate to do so.

10. Team Around the Family (TAF)

Where an Early Help plan is in place, the federation will actively participate in Team Around the Family (TAF) meetings.

The DSL or nominated representative will:

- attend meetings where appropriate;

- contribute professional observations;
- share relevant safeguarding information;
- monitor agreed actions;
- review progress against outcomes.

The federation recognises that effective partnership working improves outcomes for children.

11. Escalation of Concerns

Where concerns increase or risks escalate, the DSL will review whether the threshold for statutory intervention has been met.

A referral to Children's Social Care will be made immediately where there is reasonable cause to suspect that a child:

- is suffering significant harm; or
- is likely to suffer significant harm.

Early Help should never delay or replace child protection action where statutory intervention is required.

12. Recording Early Help

All Early Help concerns, discussions and actions will be recorded promptly and accurately on **CPOMS**.

Records will include:

- concerns identified;
- actions taken;
- decisions made;
- referrals completed;
- meetings attended;
- review outcomes;
- escalation decisions.

The DSL will maintain oversight of all Early Help records.

13. Confidentiality and Information Sharing

Information relating to Early Help will be:

- shared lawfully;
- proportionately;
- securely;
- on a need-to-know basis.

The federation recognises that data protection legislation does not prevent information sharing where this is necessary to safeguard children.

Where appropriate, consent will be obtained before sharing information. However, consent is not required where there is a safeguarding concern or another lawful basis for sharing information.

14. Monitoring and Review

The DSL will regularly review:

- Early Help referrals;

- intervention outcomes;
- attendance and engagement;
- safeguarding concerns;
- progress against agreed plans;
- effectiveness of multi-agency working.

Where support is not improving outcomes, further action will be considered.

15. Responsibilities

Governing Body

The Governing Body will:

- ensure effective Early Help arrangements are in place;
- receive anonymised safeguarding reports that include Early Help activity;
- monitor the effectiveness of safeguarding systems.

Headteacher

The Headteacher will:

- promote a culture of early intervention;
- ensure staff understand Early Help processes;
- provide appropriate resources and support.

Designated Safeguarding Lead

The DSL will:

- coordinate Early Help provision;
- maintain oversight of assessments and plans;
- liaise with partner agencies;
- monitor outcomes;
- escalate concerns where necessary.

All Staff

All staff will:

- identify children who may benefit from Early Help;
 - report concerns promptly;
 - support intervention plans;
 - maintain professional curiosity;
 - contribute to a culture of early intervention.
-

16. Key Principles

All staff should remember that:

- **Early Help is everyone's responsibility.**
- **Early intervention leads to better outcomes for children and families.**
- **No concern is too small to report.**
- **Professional curiosity supports effective safeguarding.**
- **Early Help should never delay a referral where a child is at risk of significant harm.**
- **The child's wishes, feelings and lived experience should inform all assessments and plans.**
- **The welfare of the child is the paramount consideration in all decision-making.**

Appendix F – Online Safety, Filtering and Monitoring

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, DfE Filtering and Monitoring Standards, UKCIS guidance and the Education for a Connected World Framework)

1. Statement of Commitment

The Stalyhill Schools, Federation recognises that technology plays an essential role in children's education, communication and daily lives. While digital technologies provide significant educational opportunities, they also present safeguarding risks.

The federation is committed to creating a culture where children can use technology safely, responsibly and respectfully. Online safety is viewed as a safeguarding issue and is embedded throughout the curriculum, federation policies and day-to-day practice.

The Governing Body, Headteacher, Designated Safeguarding Lead (DSL), staff and pupils all have a shared responsibility for promoting safe online behaviour and protecting children from online harm.

2. Purpose

The aims of this appendix are to:

- protect children from online abuse and exploitation;
 - ensure effective filtering and monitoring systems are in place;
 - promote safe and responsible use of technology;
 - educate pupils about online risks;
 - ensure staff understand their safeguarding responsibilities;
 - support parents and carers in promoting online safety at home;
 - comply with statutory safeguarding requirements.
-

3. Online Safety as Safeguarding

The federation recognises that many safeguarding concerns now involve technology.

Online safeguarding includes protecting children from:

- inappropriate or illegal content;
- harmful contact;
- harmful conduct;
- commercial risks;
- online grooming;
- child sexual exploitation;
- child criminal exploitation;
- cyberbullying;
- coercive behaviour;
- image-based abuse;
- sexual harassment;
- online fraud;
- radicalisation;
- misinformation and disinformation;
- technology-assisted abuse.

Online abuse may occur alongside face-to-face abuse or as the sole form of abuse.

4. Roles and Responsibilities

Governing Body

The Governing Body will:

- ensure appropriate filtering and monitoring systems are in place;
- review the effectiveness of online safety arrangements regularly;
- receive assurance that filtering and monitoring systems remain effective;
- ensure safeguarding policies reflect current technology risks;
- allocate sufficient resources for online safety.

Governors should understand the federation's filtering and monitoring arrangements sufficiently to provide effective strategic oversight.

Headteacher

The Headteacher will:

- ensure online safety is embedded across the school;
 - support the implementation of filtering and monitoring arrangements;
 - ensure staff receive appropriate training;
 - promote a culture of vigilance;
 - ensure safeguarding concerns are acted upon promptly.
-

Designated Safeguarding Lead (DSL)

The DSL will:

- oversee online safeguarding;
 - respond to online safety concerns;
 - review filtering and monitoring reports where appropriate;
 - identify emerging risks;
 - coordinate safeguarding referrals;
 - work with external agencies where required;
 - ensure online safety education remains current.
-

IT Lead / Technical Staff

Those responsible for the school's technical infrastructure will:

- maintain filtering systems;
- maintain monitoring systems;
- report safeguarding concerns identified through monitoring;
- work closely with the DSL;
- ensure systems remain compliant with DfE standards;
- review technical controls regularly.

Technical staff should understand that safeguarding concerns identified through monitoring must be reported immediately to the DSL.

All Staff

All staff must:

- model safe online behaviour;
- supervise children's use of technology appropriately;
- report online safeguarding concerns immediately;
- understand acceptable use requirements;
- complete regular online safety training;
- remain alert to emerging digital risks.

5. Filtering and Monitoring

The federation will maintain effective filtering and monitoring systems that are proportionate to the age of pupils and the school's technology environment.

Filtering systems aim to reduce children's exposure to:

- illegal content;
- inappropriate sexual material;
- extremist content;
- violence;
- self-harm content;
- gambling;
- malware;
- harmful websites.

Monitoring systems help identify:

- safeguarding concerns;
- attempts to access inappropriate material;
- indicators of abuse or exploitation;
- concerning online behaviour;
- breaches of acceptable use.

Filtering and monitoring systems are not relied upon as the sole means of safeguarding and are supported by education, supervision and staff vigilance.

6. DfE Filtering and Monitoring Standards

The federation will ensure that filtering and monitoring arrangements:

- are effective and proportionate;
- are reviewed regularly;
- are understood by safeguarding and technical staff;
- clearly identify roles and responsibilities;
- generate appropriate alerts;
- support timely safeguarding intervention;
- are subject to regular testing and evaluation.

The DSL and technical staff will work collaboratively to ensure technical controls effectively support safeguarding.

7. Teaching Online Safety

Online safety is taught through a whole-school approach and is embedded across the curriculum.

Teaching will be age-appropriate and include:

- safe use of the internet;
- protecting personal information;

- respectful online behaviour;
- recognising online risks;
- cyberbullying;
- online relationships;
- gaming safety;
- reporting concerns;
- misinformation and disinformation;
- image sharing;
- digital resilience.

Teaching will reflect current risks and emerging technologies.

8. Artificial Intelligence (AI)

The federation recognises that artificial intelligence and generative AI are increasingly accessible to children.

Children will be taught to:

- use AI safely and responsibly;
- understand that AI-generated information may be inaccurate or misleading;
- protect personal information when using AI tools;
- critically evaluate AI-generated content;
- recognise manipulated images, audio and video (deepfakes).

Staff will also receive guidance on the safe and appropriate use of AI in education.

9. Cyberbullying

Cyberbullying is treated with the same seriousness as all forms of bullying.

It may occur through:

- social media;
- messaging services;
- gaming platforms;
- livestreaming;
- email;
- image sharing;
- anonymous applications.

All incidents will be investigated and managed in accordance with the Behaviour Policy and Child-on-Child Abuse procedures.

10. Sharing Nude and Semi-Nude Images

The federation follows current UK Council for Internet Safety (UKCIS) guidance.

Staff will:

- never ask to view an image unless absolutely necessary;
- never forward or share images;
- report concerns immediately to the DSL;
- preserve evidence where appropriate;
- involve the Police where criminal offences may have occurred.

Incidents will be managed proportionately and with the welfare of all children at the centre of decision-making.

11. Mobile Phones and Personal Devices

The use of personal devices will be managed in accordance with the school's Mobile Phone Policy.

Staff must:

- use personal devices professionally;
- never use personal devices to photograph pupils;
- protect confidential information;
- report loss of school information immediately.

Pupil use of personal devices will be age-appropriate and subject to school rules.

12. Social Media

Staff should maintain appropriate professional boundaries when using social media.

Staff must not:

- communicate with pupils through personal accounts;
- accept friend requests from current pupils;
- share confidential information;
- post material that may bring the school into disrepute.

Children will receive education regarding safe and respectful use of social media.

13. Parents and Carers

The federation recognises that parents and carers play a vital role in online safety.

The federation will:

- provide online safety information;
 - signpost trusted guidance;
 - communicate emerging risks;
 - encourage positive home-school partnerships;
 - support families in promoting safe technology use.
-

14. Online Safety Incidents

All online safeguarding concerns will be:

- reported immediately to the DSL;
- recorded on **CPOMS**;
- risk assessed;
- managed proportionately;
- referred to external agencies where appropriate.

Where a child is at immediate risk of harm, safeguarding procedures will be followed without delay.

15. Staff Training

All staff will receive regular training covering:

- online safeguarding risks;
- filtering and monitoring;
- cyberbullying;
- child-on-child abuse;
- online exploitation;
- artificial intelligence;
- professional conduct online;
- reporting procedures.

Training will be updated to reflect emerging technology and safeguarding risks.

16. Monitoring and Review

The Governing Body, Headteacher and DSL will review online safety arrangements regularly through:

- safeguarding audits;
- filtering and monitoring reviews;
- analysis of online safety incidents;
- pupil voice;
- staff feedback;
- governor scrutiny;
- updates to statutory guidance.

Emerging risks will be reflected promptly in school practice and staff training.

17. Key Principles

All staff should remember:

- **Online safety is an integral part of safeguarding.**
 - **Filtering and monitoring complement, but do not replace, vigilant supervision and education.**
 - **Technology-related safeguarding concerns should be reported immediately to the DSL.**
 - **Children should be empowered to report concerns and seek help.**
 - **The federation will continually review its systems to reflect new technologies and emerging online risks.**
 - **The welfare of the child is the paramount consideration in all online safety decisions.**
-

Appendix G – Child-on-Child Abuse

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and Sexual Violence and Sexual Harassment Between Children in Schools and Colleges)

1. Statement of Commitment

The Stalyhill Schools' Federation recognises that children can abuse other children and that such behaviour can occur both inside and outside school, including online.

The federation believes that all children have the right to learn in an environment where they feel safe, respected and valued.

Child-on-child abuse will never be tolerated or dismissed as:

- banter;
- part of growing up;
- having a laugh;
- boys being boys;
- teasing;
- just falling out.

All allegations and concerns will be taken seriously, investigated appropriately and managed through a child-centred, trauma-informed and proportionate approach.

The federation recognises that both the child who has experienced abuse and the child alleged to have caused harm may require safeguarding support.

2. Purpose

This appendix sets out the federation 's approach to:

- preventing child-on-child abuse;
 - recognising abusive behaviour;
 - responding to concerns;
 - supporting children;
 - managing risk;
 - working with parents and external agencies;
 - promoting a culture of respect and safety.
-

3. Definition

Child-on-child abuse is any form of abuse committed by one child against another.

The abuse may occur:

- within school;
- during educational visits;
- in the community;
- online;
- through a combination of online and face-to-face behaviour.

It may involve children of the same age or different ages.

4. Forms of Child-on-Child Abuse

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

- bullying, including cyberbullying;
- physical abuse;
- emotional abuse;
- sexual violence;
- sexual harassment;
- image-based abuse, including the sharing of nude or semi-nude images;
- coercive or controlling behaviour;
- initiation or hazing-type violence;
- upskirting;
- prejudice-based bullying;
- abuse linked to protected characteristics;
- online abuse;
- extortion or blackmail.

Children may experience more than one form of abuse simultaneously.

5. Whole-School Culture

The federation is committed to creating a culture in which:

- abuse is never accepted as normal;
- children feel safe to report concerns;
- respectful relationships are promoted;
- discriminatory language is challenged;
- inappropriate behaviour is addressed promptly;
- safeguarding is everyone's responsibility.

Children will be encouraged to speak to a trusted adult if they feel unsafe or are worried about another child.

6. Prevention

The federation seeks to prevent child-on-child abuse through:

- a positive behaviour culture;
- Relationships Education and PSHE;
- online safety education;
- anti-bullying initiatives;
- staff training;
- effective supervision;
- pupil voice activities;
- safeguarding assemblies;
- restorative approaches where appropriate;
- early intervention.

Prevention is embedded throughout school life.

7. Recognising Child-on-Child Abuse

Possible indicators include:

- changes in behaviour;
- anxiety;
- withdrawal;
- unexplained injuries;

- school refusal;
- attendance concerns;
- self-harm;
- emotional distress;
- friendship difficulties;
- decline in academic performance;
- increased online secrecy;
- inappropriate sexualised behaviour;
- disclosures from children or parents.

Staff should remain professionally curious and consider the child's lived experience.

8. Responding to Concerns

Any member of staff who has concerns about child-on-child abuse must:

- listen carefully to the child;
- reassure them they have done the right thing by speaking up;
- never promise confidentiality;
- avoid asking leading questions;
- avoid investigating the matter themselves;
- record concerns factually on **CPOMS** as soon as possible;
- report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

If a child is at immediate risk of harm, appropriate emergency action, including contacting the Police or Children's Social Care, will be taken without delay.

9. Risk Assessment

The DSL will undertake an appropriate risk assessment whenever child-on-child abuse is identified.

The assessment will consider:

- the wishes and feelings of the child who has experienced abuse;
- the nature and seriousness of the incident;
- any power imbalance;
- the ages and developmental stages of those involved;
- previous concerns or patterns of behaviour;
- whether the abuse occurred online, offline or both;
- the ongoing risk to all children;
- the need for multi-agency involvement.

Risk assessments will be reviewed regularly until the risk has been reduced.

10. Supporting the Child Who Has Experienced Abuse

The federation will ensure that the child who has experienced abuse:

- feels safe and listened to;
- receives appropriate emotional support;
- is protected from further harm;
- is involved in decisions affecting them, where appropriate;
- has access to pastoral support;
- is supported to continue their education.

Support will be tailored to the individual needs of the child.

11. Supporting the Child Alleged to Have Caused Harm

The federation recognises that the child alleged to have caused harm may also have unmet safeguarding needs.

Support may include:

- pastoral support;
- behaviour support;
- safeguarding assessment;
- Early Help;
- referral to external agencies;
- targeted education;
- risk management strategies.

Appropriate sanctions may also be applied in accordance with the Behaviour Policy where necessary.

12. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are never acceptable and will never be dismissed as harmless or part of growing up.

The federation will respond in accordance with statutory guidance and will:

- protect the child who has experienced abuse;
- carefully consider the needs of all children involved;
- undertake a robust risk assessment;
- work with Children's Social Care and the Police where appropriate;
- consider ongoing safety arrangements in school.

Children affected by sexual violence or harassment will be supported to continue their education wherever possible.

13. Online Child-on-Child Abuse

Child-on-child abuse increasingly occurs online.

This may include:

- cyberbullying;
- abusive messaging;
- image-based abuse;
- coercion;
- online sexual harassment;
- sharing of harmful content;
- exclusion through digital platforms;
- technology-assisted abuse.

The federation will respond to online abuse in the same way as abuse occurring face to face.

14. Working with Parents and Carers

Parents and carers will normally be informed where child-on-child abuse has occurred.

The federation will:

- explain the safeguarding concerns;

- outline actions being taken;
- provide advice and support;
- signpost to relevant services.

Parents will not be informed where doing so would place a child at increased risk of harm.

15. Multi-Agency Working

Where appropriate, the federation will work with:

- Children's Social Care;
- the Police;
- Early Help Services;
- health professionals;
- Child and Adolescent Mental Health Services (CAMHS) or equivalent local services;
- educational psychologists;
- other relevant safeguarding partners.

Information will be shared lawfully and proportionately to safeguard children.

16. Recording

All concerns relating to child-on-child abuse will be:

- recorded promptly and factually on **CPOMS**;
- reviewed by the DSL;
- stored securely;
- monitored for emerging patterns or repeat incidents.

Records will include:

- concerns raised;
 - actions taken;
 - risk assessments;
 - support provided;
 - outcomes;
 - review dates.
-

17. Monitoring and Review

The DSL will regularly monitor:

- incidents of child-on-child abuse;
- emerging trends;
- repeat concerns;
- attendance and wellbeing of children involved;
- effectiveness of interventions.

The Governing Body will receive anonymised reports to enable strategic oversight and challenge.

18. Staff Training

All staff will receive regular training on:

- recognising child-on-child abuse;
- responding to disclosures;
- sexual violence and sexual harassment;
- online abuse;
- image-based abuse;
- appropriate recording procedures;
- maintaining professional curiosity;
- understanding trauma-informed practice.

Training will be updated to reflect changes in statutory guidance and emerging safeguarding risks.

19. Key Principles

All staff should remember:

- **Child-on-child abuse is a safeguarding issue.**
 - **It can happen to any child, regardless of age, gender, ability or background.**
 - **Abuse will never be dismissed as banter, teasing or part of growing up.**
 - **Both the child who has experienced abuse and the child alleged to have caused harm may require safeguarding support.**
 - **Children should be listened to, believed and taken seriously.**
 - **Concerns must be reported immediately to the DSL and recorded on CPOMS.**
 - **The welfare and best interests of all children involved remain the school's paramount consideration.**
-

Appendix H – Sexual Violence and Sexual Harassment Between Children

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026 and statutory guidance: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges)

1. Statement of Commitment

Stalyhill Schools' Federation is committed to providing a safe, respectful and inclusive environment where every child is protected from sexual violence, sexual harassment and harmful sexual behaviour.

The federation recognises that sexual violence and sexual harassment can occur between children of any age and gender, both inside and outside school, including online.

Sexual violence and sexual harassment are never acceptable and will never be dismissed as:

- banter;
- part of growing up;
- harmless fun;
- teasing;
- boys being boys;
- just having a laugh.

All concerns will be taken seriously, responded to promptly and managed through a child-centred, trauma-informed and safeguarding-led approach.

The welfare of all children involved will remain the school's paramount consideration.

2. Purpose

This appendix sets out how the school will:

- prevent sexual violence and sexual harassment;
 - respond to disclosures and concerns;
 - protect children from further harm;
 - support all children involved;
 - manage risk effectively;
 - work with parents and partner agencies;
 - meet statutory safeguarding responsibilities.
-

3. Definitions

Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003.

These may include:

- rape;
- assault by penetration;
- sexual assault;
- causing someone to engage in sexual activity without consent.

Children under the age of 13 cannot legally consent to sexual activity.

Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature that violates a child's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Sexual harassment may occur:

- face to face;
 - online;
 - through technology;
 - individually or in groups.
-

4. Examples of Sexual Harassment

Sexual harassment may include:

- sexual comments;
- sexual jokes;
- sexualised name-calling;
- unwanted sexual attention;
- sexual rumours;
- displaying sexual images;
- intrusive questions;
- unwanted touching;
- online sexual harassment;
- sexist comments;
- sharing sexual content;
- image-based abuse;
- coercive behaviour.

Even behaviour intended as a joke may constitute sexual harassment.

5. Harmful Sexual Behaviour

The federation recognises that children may display harmful sexual behaviour (HSB).

HSB exists on a continuum and may range from:

- inappropriate language;
- inappropriate touching;
- problematic sexual behaviour;
- harmful sexual behaviour;
- serious sexual violence.

The federation will avoid making assumptions and will consider each incident individually.

Children displaying HSB may themselves have experienced abuse and require safeguarding support.

6. Prevention

The federation promotes respectful relationships through:

- Relationships Education;
- PSHE education;
- online safety education;
- behaviour education;
- anti-bullying work;
- safeguarding assemblies;

- pupil voice;
- staff training;
- clear behaviour expectations;
- a culture of respect.

Children are encouraged to report concerns and understand that inappropriate sexual behaviour is never acceptable.

7. Recognising Concerns

Possible indicators include:

- disclosures;
- sexualised language inappropriate for age;
- sexually inappropriate behaviour;
- fear of another child;
- changes in behaviour;
- anxiety;
- withdrawal;
- unexplained injuries;
- avoidance of school;
- emotional distress;
- online concerns;
- reports from parents.

Staff should remain professionally curious and avoid making assumptions.

8. Responding to a Disclosure

If a child discloses sexual violence or sexual harassment, staff must:

- remain calm;
- listen carefully;
- reassure the child they have done the right thing;
- never promise confidentiality;
- avoid asking leading questions;
- avoid investigating;
- explain what will happen next;
- record the disclosure factually on **CPOMS**;
- report immediately to the Designated Safeguarding Lead (DSL).

If a child is at immediate risk of harm, emergency safeguarding procedures will be followed.

9. Initial Response by the DSL

The DSL will:

- meet with the child where appropriate;
- consider the wishes and feelings of the child;
- assess immediate safeguarding risks;
- determine whether a crime may have been committed;
- consider whether Children's Social Care or the Police should be informed;
- undertake a risk assessment;
- ensure support is put in place without delay.

The wishes of the child who has experienced the behaviour will be considered alongside the federation's wider safeguarding duties.

10. Risk Assessment

A written risk assessment will normally be completed.

The assessment will consider:

- the ages of the children;
- developmental stage;
- seriousness of the incident;
- power imbalance;
- previous incidents;
- ongoing risk;
- impact on education;
- online involvement;
- support required;
- supervision arrangements.

Risk assessments will be reviewed regularly.

11. Supporting the Child Who Has Experienced Harm

The federation will:

- prioritise the child's safety;
- provide emotional support;
- minimise disruption to education;
- ensure the child is listened to;
- agree appropriate safeguarding measures;
- work with external agencies where necessary.

The child should not be made to feel responsible for managing the situation.

12. Supporting the Child Alleged to Have Caused Harm

The child alleged to have caused harm will also receive appropriate support.

This may include:

- safeguarding assessment;
- pastoral support;
- behaviour support;
- Early Help;
- referral to specialist services;
- education regarding respectful behaviour;
- supervision and risk management.

Support does not prevent the school taking appropriate disciplinary action where required.

13. Managing Ongoing Risk

The federation will carefully consider:

- contact between children;
- supervision arrangements;

- classroom organisation;
- movement around school;
- educational visits;
- transport arrangements;
- lunchtime supervision;
- online contact.

The needs of all children will be balanced while prioritising safety.

14. Working with Parents and Carers

Parents and carers will usually be informed at an early stage.

The federation will:

- explain concerns;
- outline safeguarding procedures;
- provide appropriate support;
- signpost external services.

Parents will not be informed if doing so would place a child at greater risk of harm or compromise a criminal investigation.

15. Multi-Agency Working

Where appropriate the federation will work with:

- Children's Social Care;
- the Police;
- health services;
- Child and Adolescent Mental Health Services (CAMHS) or equivalent local services;
- Early Help Services;
- specialist sexual violence services;
- educational psychologists;
- other safeguarding partners.

Information will be shared lawfully and proportionately.

16. Recording

All incidents will be recorded promptly and accurately on **CPOMS**.

Records will include:

- disclosures;
- decisions made;
- risk assessments;
- referrals;
- actions taken;
- support provided;
- review outcomes.

Records will be retained securely in accordance with statutory guidance and the school's Records Management Policy.

17. Staff Training

All staff will receive regular training covering:

- recognising sexual violence;
- recognising sexual harassment;
- responding to disclosures;
- harmful sexual behaviour;
- child-on-child abuse;
- online sexual abuse;
- image-based abuse;
- trauma-informed practice;
- recording procedures.

Training will reflect current statutory guidance and emerging safeguarding risks.

18. Monitoring and Review

The DSL will monitor:

- incidents and trends;
- repeat behaviours;
- effectiveness of interventions;
- safeguarding outcomes;
- staff training needs.

The Governing Body will receive anonymised reports to provide strategic oversight and ensure that appropriate safeguarding arrangements remain effective.

19. Key Principles

All staff should remember:

- **Sexual violence and sexual harassment are safeguarding issues and must never be minimised or dismissed.**
 - **All children involved are entitled to be treated fairly, sensitively and with respect.**
 - **The child who has experienced harm should be protected from further abuse and supported to continue their education.**
 - **The child alleged to have caused harm may also have safeguarding needs that require assessment and support.**
 - **Concerns must be reported immediately to the DSL and recorded factually on CPOMS.**
 - **The federation will work closely with parents and partner agencies where appropriate.**
 - **The welfare of the child is the paramount consideration in all decision-making.**
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Appendix I – Responding to Children Who Disclose Abuse

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and local safeguarding partnership procedures)

1. Statement of Commitment

The Stalyhill Schools' Federation is committed to ensuring that every child is listened to, taken seriously and responded to appropriately when they disclose abuse, neglect or any safeguarding concern.

Children may choose to tell any trusted adult about worries affecting them. Every member of staff has a responsibility to respond calmly, sensitively and appropriately, recognising that the way in which adults respond to a disclosure can have a significant impact on a child's willingness to seek further help.

All disclosures will be treated as potential safeguarding concerns and responded to without delay.

The welfare of the child is the federation's paramount consideration.

2. General Principles

When responding to a disclosure, staff should:

- remain calm and approachable;
- listen carefully without interruption;
- take the child seriously;
- reassure the child that they have done the right thing by telling someone;
- explain that they cannot promise to keep the information secret;
- avoid expressing shock, anger or disbelief;
- accept what the child says without making judgements;
- allow the child to speak in their own words;
- be patient and give the child time.

Children should never be made to feel responsible for the abuse or for reporting it.

3. What Staff Should Say

Appropriate responses may include:

- "Thank you for telling me."
- "I'm glad you told me."
- "You've done the right thing."
- "I'm sorry this has happened to you."
- "I need to share this with people who can help keep you safe."
- "You are not in trouble."

Staff should respond with empathy and honesty, avoiding reassurance they cannot guarantee (for example, promising that everything will be okay).

4. What Staff Must Not Do

Staff must not:

- promise confidentiality or secrecy;
- ask leading questions;
- investigate the concern;
- press the child for more information than they freely offer;

- interrupt or finish the child's sentences;
- express disbelief or judgement;
- criticise the alleged abuser;
- make assumptions;
- confront the alleged abuser;
- delay reporting the concern;
- discuss the disclosure with colleagues who do not need to know.

The role of school staff is to listen, reassure, record and report—not to investigate.

5. If a Child Is in Immediate Danger

If a child is at immediate risk of significant harm:

- take immediate action to protect the child;
- inform the Designated Safeguarding Lead (DSL) or Deputy DSL immediately;
- if the DSL is unavailable, contact Children's Social Care and/or the Police directly;
- do not delay action while seeking further advice;
- remain with the child if appropriate until suitable support is available.

Any member of staff may make a referral to Children's Social Care if they believe a child is at immediate risk.

6. Recording the Disclosure

As soon as possible after the disclosure, and on the same working day, staff must make a factual written record on **CPOMS**.

The record should include:

- the date and time;
- the child's exact words, wherever possible;
- what was observed;
- the context in which the disclosure was made;
- any questions asked (if necessary for clarification only);
- the child's presentation and demeanour;
- actions taken;
- who the concern was reported to.

Records should:

- be factual and objective;
 - distinguish clearly between fact, observation and professional opinion;
 - avoid interpretation or speculation;
 - be signed and dated electronically through CPOMS.
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7. Reporting the Concern

Following the disclosure, staff must:

- report the concern immediately to the DSL or Deputy DSL;
- ensure the concern has been received;
- continue to support the child appropriately;
- maintain confidentiality.

Staff should not assume someone else has reported the concern.

8. The Role of the DSL

Following a disclosure, the DSL will:

- review the information promptly;
- assess the level of risk;
- consider the child's wishes and feelings, where appropriate;
- decide whether Early Help or statutory intervention is required;
- consult Children's Social Care where necessary;
- make referrals without delay where the threshold is met;
- ensure ongoing support is provided;
- record all decisions and actions on CPOMS.

The DSL will keep the situation under review until appropriate safeguarding arrangements are in place.

9. Working with Parents and Carers

Parents and carers will usually be informed of safeguarding concerns unless doing so would:

- place the child at increased risk of harm;
- compromise a police investigation;
- interfere with a Children's Social Care investigation;
- increase the risk of domestic abuse or honour-based abuse;
- place another person at risk.

The decision to inform parents will be made by the DSL in consultation with Children's Social Care or the Police where appropriate.

10. Confidentiality

Information relating to disclosures will only be shared with professionals who need the information to safeguard the child.

Staff should:

- avoid discussing the matter with colleagues unnecessarily;
- store records securely on CPOMS;
- follow the school's Information Sharing and Confidentiality procedures;
- comply with UK GDPR and Data Protection legislation.

Data protection legislation does not prevent information sharing where this is necessary to safeguard a child.

11. Supporting the Child

Following a disclosure, the school will:

- ensure the child knows who they can talk to;
- provide appropriate pastoral support;
- minimise disruption to education where possible;
- monitor the child's wellbeing;
- work with external agencies where appropriate;
- review support regularly.

Support will be individualised and informed by the child's wishes, feelings and identified needs.

12. Supporting Staff

Receiving a disclosure of abuse can be distressing.

The federation will ensure that staff:

- have access to advice from the DSL;
- receive appropriate safeguarding supervision where appropriate;
- can access wellbeing support following difficult safeguarding incidents;
- receive ongoing safeguarding training.

Staff should seek support whenever required while maintaining confidentiality.

13. Record Retention

Safeguarding records relating to disclosures will:

- be stored securely and separately from the main pupil file;
 - be maintained on CPOMS;
 - be retained in accordance with statutory guidance and the school's Records Management Policy;
 - accompany the child securely when they transfer to another school, where appropriate.
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14. Staff Responsibilities

Every member of staff has a duty to:

- listen carefully to children;
- recognise that disclosures may be direct or indirect;
- report concerns immediately;
- record concerns accurately;
- maintain professional curiosity;
- continue to act if they believe appropriate action has not been taken.

If a member of staff believes that a safeguarding concern has not been responded to appropriately, they must escalate the concern in accordance with the federation's Whistleblowing Policy and local safeguarding procedures.

15. Key Principles

All staff should remember:

- **Listen carefully and stay calm.**
 - **Take every disclosure seriously.**
 - **Reassure the child but never promise confidentiality.**
 - **Do not investigate or ask leading questions.**
 - **Record the child's words accurately on CPOMS as soon as possible.**
 - **Report immediately to the DSL or Deputy DSL.**
 - **Take direct action yourself if a child is at immediate risk and the DSL is unavailable.**
 - **The child's welfare is the paramount consideration in every decision.**
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Appendix J – Safer Recruitment, Selection and Staff Suitability

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children and the School Staffing (England) Regulations)

1. Statement of Commitment

The Stalyhill Schools' Federation is committed to safeguarding and promoting the welfare of children by ensuring that all adults working with pupils are suitable to do so.

The federation recognises that safer recruitment is an essential part of safeguarding and aims to deter, identify and reject unsuitable people from working with children.

The Governing Body, Headteacher and all staff involved in recruitment are responsible for ensuring recruitment processes are robust, fair, transparent and compliant with statutory guidance.

Safeguarding is embedded throughout every stage of the recruitment process.

2. Legal Framework

This appendix reflects the requirements of:

- Keeping Children Safe in Education (2026)
 - Working Together to Safeguard Children (latest edition)
 - Education Act 2002
 - Children Act 1989
 - Children Act 2004
 - Safeguarding Vulnerable Groups Act 2006
 - Police Act 1997
 - Rehabilitation of Offenders Act 1974 (Exceptions) Order
 - School Staffing (England) Regulations
 - Equality Act 2010
 - Data Protection Act 2018 and UK GDPR
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3. Recruitment Principles

The federation will ensure that recruitment:

- places safeguarding at the centre of decision-making;
- promotes equality, diversity and inclusion;
- is transparent and evidence-based;
- includes appropriate safeguarding checks;
- identifies and manages risk appropriately;
- complies with statutory guidance.

All recruitment decisions will prioritise the welfare of children.

4. Roles and Responsibilities

Governing Body

The Governing Body will:

- ensure safer recruitment procedures are compliant with statutory guidance;
- monitor safeguarding checks through regular audit of the Single Central Record (SCR);

- ensure appropriate policies are in place;
 - appoint a suitably trained recruitment panel where required.
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Headteacher

The Headteacher will:

- oversee recruitment processes;
 - ensure safeguarding checks are completed before employment commences;
 - ensure the Single Central Record is maintained accurately;
 - manage concerns regarding staff suitability.
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Designated Safeguarding Lead (DSL)

The DSL will:

- contribute to recruitment where appropriate;
 - advise on safeguarding risks;
 - manage safeguarding concerns arising during employment;
 - ensure safeguarding culture is embedded throughout induction.
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5. Recruitment Process

Every recruitment process will include:

- clear safeguarding expectations;
- safeguarding questions during interview;
- verification of identity;
- verification of qualifications;
- employment history checks;
- explanation of any gaps in employment;
- professional references;
- online search (where appropriate and in line with statutory guidance);
- pre-employment safeguarding checks;
- verification of the right to work in the UK.

Candidates will be informed that safeguarding checks form part of the recruitment process.

6. Advertising Vacancies

All advertisements will include a safeguarding statement similar to:

The Stalyhill Schools' Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments are subject to enhanced DBS clearance, satisfactory references, online checks, medical clearance (where applicable), verification of identity and qualifications, prohibition checks where required and other statutory pre-employment checks.

The federation's Child Protection and Safeguarding Policy will be available to all applicants.

7. Application Forms

The federation will only accept fully completed application forms.

Curriculum Vitae (CVs) will not be accepted as the sole application document.

Application forms must include:

- full employment history;
- explanations for gaps in employment;
- qualifications;
- references;
- declarations relating to criminal convictions where appropriate.

Incomplete applications will not normally be considered.

8. Shortlisting

Shortlisting will include:

- scrutiny of employment history;
- consideration of unexplained gaps;
- review of safeguarding declarations;
- online searches for shortlisted candidates, in line with KCSIE, to identify any publicly available information that may affect a candidate's suitability to work with children.

Any concerns identified will be explored with the candidate during interview.

9. Interview Process

Interviews will:

- assess safeguarding knowledge;
- explore attitudes towards safeguarding;
- test values and suitability to work with children;
- verify employment history;
- explore any anomalies or discrepancies;
- include safeguarding-based questions.

Interview panels will maintain written records of decisions.

Where possible, at least one member of the recruitment panel will have completed appropriate safer recruitment training.

10. Pre-Employment Checks

Before employment commences, the school will complete all required statutory checks, including, where applicable:

- enhanced Disclosure and Barring Service (DBS) check;
- children's barred list check;
- identity verification;
- right to work in the UK;
- professional qualifications;
- prohibition from teaching check;
- prohibition from management check (where applicable);
- section 128 direction check (where applicable);
- overseas criminal record checks where appropriate;
- medical fitness declaration in accordance with statutory requirements;
- satisfactory references.

No person will normally begin regulated activity until all required safeguarding checks have been completed, unless exceptional circumstances apply and a robust written risk assessment has been approved by the Headteacher.

11. The Single Central Record (SCR)

The schools will maintain accurate and up-to-date Single Central Records.

The SCR will include all statutory checks for:

- teaching staff;
- support staff;
- agency staff;
- trainee teachers;
- governors;
- regular volunteers;
- contractors where required.

The SCRs will be reviewed regularly by the Headteacher and audited periodically by the Governing Body.

12. Volunteers

Volunteers play an important role within the school community.

The level of safeguarding checks will be proportionate to the role undertaken and whether the volunteer is engaged in regulated activity.

All volunteers will:

- receive safeguarding information;
 - understand reporting procedures;
 - work within agreed supervision arrangements where appropriate.
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13. Agency, Supply and Third-Party Staff

Before agency or supply staff begin work, the school will obtain written confirmation that all required recruitment and safeguarding checks have been completed by the supplying agency.

The federation will:

- verify the individual's identity on arrival;
 - ensure safeguarding information is provided;
 - confirm appropriate supervision arrangements where necessary.
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14. Contractors and Visitors

The federation will ensure that contractors and visitors:

- sign in and out;
 - wear identification;
 - are supervised where appropriate;
 - understand safeguarding expectations;
 - do not have unsupervised access to children unless all appropriate checks have been completed.
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15. Staff Suitability During Employment

Safeguarding responsibilities continue throughout employment.

Staff are expected to:

- maintain professional boundaries;
- comply with the Staff Code of Conduct;
- disclose any circumstances that may affect their suitability to work with children;
- report safeguarding concerns promptly.

Where concerns arise regarding a member of staff's suitability, the federation will follow the **Allegations Against Staff and Low-Level Concerns** procedures.

16. Induction

All newly appointed staff, volunteers and regular visitors will receive safeguarding induction before or as soon as practicable after commencing work.

Induction will include:

- the Child Protection and Safeguarding Policy;
- Part One (or Annex A, where appropriate) of **Keeping Children Safe in Education 2026**;
- the Staff Code of Conduct;
- Behaviour Policy;
- Whistleblowing Policy;
- Acceptable Use/Online Safety guidance;
- safeguarding reporting procedures;
- the identity of the DSL and Deputy DSLs.

Completion of induction will be recorded.

17. Ongoing Monitoring

The federation recognises that safeguarding is an ongoing responsibility.

Leaders will:

- monitor staff conduct;
 - promote a culture of openness and accountability;
 - address concerns promptly;
 - provide regular safeguarding updates and training;
 - review recruitment procedures following changes to statutory guidance.
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18. Record Keeping

Recruitment records will be:

- maintained securely;
- retained in accordance with the federation's Records Management Policy and statutory retention schedules;
- accessible only to authorised personnel.

The Single Central Record will be kept up to date and available for inspection.

19. Key Principles

All staff involved in recruitment should remember:

- **Safeguarding is central to every recruitment decision.**
 - **The suitability of all adults to work with children must be thoroughly assessed.**
 - **Robust pre-employment checks must be completed before regulated activity begins, except where statutory guidance permits otherwise and a documented risk assessment is in place.**
 - **The Single Central Record must be accurate, complete and regularly audited.**
 - **Staff suitability is monitored throughout employment, not just at the point of recruitment.**
 - **Any concerns about the conduct or suitability of an adult working with children must be reported immediately and managed in line with the school's safeguarding procedures.**
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Appendix K – Managing Child Protection Records

(Updated for Autumn 2026 in line with Keeping Children Safe in Education 2026, Working Together to Safeguard Children, Data Protection Act 2018, UK GDPR and Information and Records Management Society (IRMS) guidance)

1. Statement of Commitment

The Stalyhill Schools' Federation recognises that accurate, timely and secure record keeping is fundamental to effective safeguarding.

Child protection records provide an essential chronology of concerns, decisions and actions taken to safeguard children. High-quality records support effective multi-agency working, enable early identification of risk and help ensure continuity of support when children move between settings.

All safeguarding records will be managed in accordance with statutory guidance, data protection legislation and local safeguarding partnership procedures.

The welfare of the child remains the paramount consideration in all decisions relating to record keeping.

2. Purpose

This appendix sets out the federation's arrangements for:

- creating safeguarding records;
 - maintaining secure child protection records;
 - recording concerns accurately;
 - sharing information appropriately;
 - transferring records safely;
 - retaining records in accordance with statutory guidance;
 - ensuring confidentiality.
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3. Principles of Good Record Keeping

Safeguarding records should be:

- child-centred;
- factual;
- accurate;
- clear;
- timely;
- objective;
- comprehensive;
- secure.

Records should provide a clear chronology of concerns and professional decision-making.

Staff should distinguish clearly between:

- observed facts;
 - the child's own words;
 - professional opinion;
 - actions taken.
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4. Recording Concerns

All safeguarding concerns must be recorded on **CPOMS** as soon as possible and always on the same working day. Records should include:

- date and time;
- nature of the concern;
- the child's own words wherever possible;
- observations made;
- injuries observed (where relevant);
- actions taken;
- people informed;
- decisions made;
- follow-up actions.

Records should avoid:

- assumptions;
 - personal opinions presented as fact;
 - speculation;
 - emotive language;
 - jargon.
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5. Child Protection Files

Children who are the subject of safeguarding concerns will have an individual child protection record maintained within **CPOMS**.

This record will include, where appropriate:

- safeguarding concerns;
- disclosures;
- referrals;
- Child Protection Plans;
- Child in Need Plans;
- Early Help documentation;
- professional meetings;
- strategy discussions;
- conference reports;
- risk assessments;
- attendance concerns linked to safeguarding;
- significant behavioural concerns;
- correspondence from external agencies.

The DSL will maintain oversight of all safeguarding records.

6. Responsibility for Child Protection Records

The Designated Safeguarding Lead (DSL) is responsible for ensuring that safeguarding records:

- are accurate;
- remain up to date;
- are reviewed regularly;
- are stored securely;
- are shared appropriately;
- accompany children when they transfer schools.

Deputy DSLs may access records as required to fulfil their safeguarding responsibilities.

7. Confidentiality and Access

Safeguarding records are confidential.

Access will be limited to staff who require the information to safeguard the child.

Safeguarding information will not be:

- stored on personal devices;
- discussed in public areas;
- shared without a lawful safeguarding reason;
- accessed unnecessarily.

Children, parents and carers may have rights of access to information under data protection legislation; however, information may be withheld where disclosure would place a child or another person at risk or where exemptions apply.

8. Information Sharing

Information will be shared:

- lawfully;
- proportionately;
- accurately;
- securely;
- in a timely manner.

The federation recognises that **the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children.**

Where appropriate, consent will be sought. However, consent is not required where there is a safeguarding concern or another lawful basis for sharing information.

9. Record Security

Safeguarding records held electronically within **CPOMS** will be:

- password protected;
- securely backed up;
- accessible only to authorised users;
- protected through appropriate system permissions.

Where paper records are exceptionally retained, they will:

- be kept separately from the main pupil file;
 - be stored in locked cabinets;
 - be accessible only to authorised staff.
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10. Record Transfers

When a child transfers to another school or educational setting, the DSL will ensure that safeguarding records are transferred securely and without delay.

The school will:

- transfer records separately from the main pupil file;
- use secure methods of transfer;
- obtain confirmation of receipt from the receiving school;

- retain a record of the transfer date and receiving setting;
- ensure the receiving DSL is aware of any immediate safeguarding concerns.

Where a child moves unexpectedly, the federation will continue attempts to transfer safeguarding information until receipt is confirmed.

11. Children Missing Education

Where a child leaves the federation without a confirmed destination, safeguarding records will be retained while the school works with the Local Authority in accordance with Children Missing Education procedures.

Any known safeguarding concerns will be shared promptly with relevant agencies.

12. Multi-Agency Records

The federation will maintain copies of relevant safeguarding documentation including:

- Child Protection Conference reports;
- Core Group minutes;
- Child in Need plans;
- Early Help assessments;
- Team Around the Family (TAF) records;
- professional correspondence;
- risk assessments.

The DSL will ensure actions arising from meetings are recorded and monitored.

13. Record Retention

Child protection records will be retained in accordance with statutory guidance and the school's Records Management Policy, informed by the Information and Records Management Society (IRMS) retention schedule.

Records will be disposed of securely when the retention period has expired.

14. Quality Assurance

The DSL will undertake regular audits of safeguarding records to ensure they are:

- complete;
- factual;
- timely;
- child-centred;
- compliant with statutory guidance.

Audit findings will inform:

- staff training;
- safeguarding supervision;
- quality improvement;
- policy review.

The Governing Body will receive anonymised information regarding safeguarding record-keeping as part of its safeguarding monitoring role.

15. Professional Challenge

If a member of staff believes safeguarding records:

- are inaccurate;
- are incomplete;
- have not been acted upon appropriately; or
- do not reflect the level of risk,

they must raise their concerns immediately with the DSL.

Where concerns remain unresolved, staff should follow the school's Whistleblowing Policy and safeguarding escalation procedures.

16. Monitoring and Review

This appendix will be reviewed:

- annually;
- following significant safeguarding incidents;
- following changes to statutory guidance;
- following safeguarding audits;
- following recommendations from safeguarding reviews.

Learning from audits and local safeguarding practice reviews will be used to strengthen recording practice.

17. Key Principles

All staff should remember:

- **Safeguarding records may be crucial evidence in protecting a child.**
 - **Record concerns promptly on CPOMS, preferably immediately and always on the same working day.**
 - **Use the child's own words wherever possible and distinguish fact from opinion.**
 - **Records must be factual, accurate, objective and child-centred.**
 - **Information should be shared securely, proportionately and only with those who need to know.**
 - **Safeguarding records must transfer securely and promptly when a child moves school.**
 - **The welfare of the child is the paramount consideration in all decisions about safeguarding records.**
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