Child Protection and Safeguarding Policy

For all schools in the Alliance Schools Trust

2026 – 2027

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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with the exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

Updates during the year

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SCOPE FOR THIS POLICY

The Trust is at the heart of the community in Milton Keynes delivering an inclusive education to all students. The culture in each of our schools means that they retain their distinctiveness yet learn and grow together and remain collectively responsible for providing all students with inspiring opportunities in a SAFE environment.

1. SAFEGUARDING STATEMENT

1.1. Safeguarding is everybody's business. The Trust is committed to ensuring that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm.

1.2. **In any case where an adult is concerned that a child is, or maybe, at risk of significant harm they must make raise their concern to the relevant school's Designated Safeguarding Lead (DSL) or Operational Designated Safeguarding Lead (OSL) or if they are unable to do that refer directly to Milton Keynes Council Multi-Agency Safeguarding Hub (MASH) –** *see Section 17 – Contacts and Further Information.*

1.3. **If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.**

1.4. This Policy applies to all adults, including volunteers, working in or on behalf of The Alliance Schools Trust (the Trust).

2. GENERAL PRINCIPLES

2.1. Safeguarding and promoting the welfare of children is the responsibility of all school staff.

2.2. We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. In line with the Education Act 2002, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people. Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to. Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.

2.3. Safeguarding children's welfare, particularly those children and young people who are most disadvantaged.

2.4. Including opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.

2.5. Ensuring safe recruitment practices.

2.6. Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns.

2.7. Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe.

2.8. Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan.

2.9. Promoting people by partnership, working with parents and practitioners.

3. DEFINITIONS (from Working Together to Safeguard Children 2026)

3.1. Safeguarding is:

- **3.1.1.** providing help and support to meet the needs of children as soon as problems emerge
- **3.1.2.** protecting children from maltreatment, whether that is within or outside the home, including online
- **3.1.3.** preventing impairment of children's mental and physical health or development
- **3.1.4.** ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- **3.1.5.** promoting the upbringing of children with their birth parents, or otherwise their family network4 through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- **3.1.6.** taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

3.2. Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect children from violence, exploitation, abuse, neglect, and other forms of harm.

4. LEGISLATION AND GUIDANCE

4.1. Statutory Guidance

- **4.1.1.** The Trust adopts the key statutory guidance ***Keeping Children Safe in Education (KCSIE 2026)*** published by the Department for Education in September which also makes reference to the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty.
- **4.1.2.** ***Keeping Children Safe in Education*** **guidance incorporates:**
  - **4.1.2.1.** What school staff should know and do.
    See Appendices for school specific information.
  - **4.1.2.2.** A Child Centered and Coordinated approach to Safeguarding.
  - **4.1.2.3.** The role of the school.
  - **4.1.2.4.** The role of school staff.
  - **4.1.2.5.** What school staff need to know.
  - **4.1.2.6.** What school staff should look out for.
  - **4.1.2.7.** What school staff should do if they have concerns about a child.
  - **4.1.2.8.** What school staff should do if they have a concern about another staff member who may pose a risk of harm to children.
  - **4.1.2.9.** What school staff should do if they have concerns about safeguarding practices within the school.
- **4.1.3.** **All staff should, as a minimum, read the separate document *Keeping Children Safe in Education: Information for All School and College Staff (*which reproduces Part One of the main guidance), published in September 2026.**
- **4.1.4.** **All staff complete a Microsoft form to show that they have read the most up to date *KCSIE* after receiving their annual safeguarding briefing or induction briefing when first joining the Trust.**
- **4.1.5.** All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance for **(from Working Together to Safeguard Children 2026)**
- **4.1.6.** The Trust notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these. This includes ***Inspecting Safeguarding in early years, education and skills***, published 2016 and the inspection evaluation schedule as set out in the ***OFSTED Handbook***

4.2. Local Child Protection Procedures

- **4.2.1.** The Trust is aware of and compliant with multi-agency child protection procedures that

have been agreed locally through MK Together and which are based on the statutory guidance: **(from Working Together to Safeguard Children 2026)** and ***Keeping Children Safe in Education 2026.***

4.2.2. MK Together procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics. MK Together and the Trust adhere to the referral flowchart for concerns regarding children laid out in ***Appendix 3***.

4.2.3. All designated teaching staff and governors must be aware of this guidance and its implications and should sign to say that they have read it.

4.3. The Trust recognises that it is not an investigating agency and that it is essential that child protection issues are addressed through agreed procedures, however, we continue to play a role after referral and need to continue to develop strong links with partner agencies, particularly Children's Social Care.

4.4. The Trust recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings.

4.5. The Trust recognises that the Department for Education's planning for potential part- or full-scale school closures involves students accessing learning from home (remote learning). The Trust understands the additional information laid out in Annex C of ***Keeping Children Safe in Education 2026***, and where a School moves to a remote learning approach, any addendum to this policy will take into account that additional information in order to keep students and staff as safe as possible.

4.6. The Trust recognises its responsibility to teach all students about safeguarding, including online safety. This will be delivered through the statutory Relationships and Sex Education curriculum for the age and stage of that particular educational setting.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities on behalf of the Trust for the current year are listed in ***Appendix 2***.

5.2. All adults working in Trust school have a responsibility to report all concerns about the welfare of children, including all low-level concerns to the DSL using the pathways explained in this policy.

5.3. It is the role of The Trust to ensure that the 'Designated Leads for Safeguarding' have received the necessary training as well as the skills, experience, status and authority as well as having access to the resources needed to enable them to carry out their responsibilities. They should be given time to effectively fulfil the duties that their role demands.

5.4. The Trust will ensure that the 'Designated Leads for Safeguarding' attend the required training and that they refresh their training every two years,

5.5. All other staff (teaching and non-teaching) must be offered an appropriate level of training and must undergo refresher training every two years, (including Early Years and Foundation Stage staff).

5.6. It is the role of the 'Designated Leads for Safeguarding' to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with MK Together multi-agency safeguarding procedures.

5.7. It is the role of the 'Designated Leads for Safeguarding' to ensure that all staff who are employed in each School in the Trust, including temporary staff and volunteers, are aware of the School's internal procedures in addition to the government guidance Keeping Children Safe in Education: Information for All School and College Staff; to advise other staff; and to offer support to those requiring this.

5.8. The Headteacher, in conjunction with the 'Designated Leads for Safeguarding', will provide a half termly report for the School's Local School Board detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues. An annual audit is provided for Milton Keynes Together in July.

5.9. The Headteacher and DSL will update the Chief Executive Officer and Chair of Trustees on safeguarding in their regular meetings. They will also include a safeguarding update in their half-termly report to the School's Local School Board – which will detail updates on staff safeguarding training and updates, as well as current safeguarding and child protection issues in the school.

5.10. The role of the 'Nominated Governor/Trustee for Safeguarding' is to ensure that each school in The Trust has an effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Local Governors/Trustees must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

5.11. Parents can obtain a copy of this Safeguarding and Child Protection Policy on request, and it is also available on each School's Website and Portal.

5.12. The Trust recognises that it still retains responsibility for the safeguarding of students in alternative education as laid out in ***Keeping Children Safe in Education 2026.*** To this end regular monitoring visits (at least half termly) should be undertaken to ensure that such students are being safeguarded and that their needs are met. The Trust will also ensure that alternative education providers that are used comply with the latest safeguarding and recruitment guidance and legislation. Where concerns are raised through this monitoring process, any placement should be immediately reviewed and terminated, if necessary, until the concerns have been adequately addressed.

5.13. Schools within the Alliance will ensure that an appropriate number of Deputy Designated Safeguarding Leads receive training at least every two years in order that they can assist with the activities of Designated Safeguarding Lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out in this policy, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

5.14. Schools must ensure that there is adequate provision during holidays to respond to safeguarding concerns raised and to liaise with outside agencies as and where appropriate.

5.15. Settings in Early Years and Foundation Stages will adhere to the latest guidance as set out in the Early Years and Foundations Stage handbook: EYFS statutory framework for group and school-based providers.

6. SIGNS AND SYMPTOMS OF ABUSE, NEGLECT AND EXPLOITATION

6.1. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

6.2. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care Plan or not)
- has a mental health need (and to what extent this impacts on their wellbeing, attendance and/or engagement in school)
- is a young carer
- is a Looked After Child
- is a child educated in alternative provision
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- is in the court system
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is absent from education (including from EYFS settings) including unexplainable or persistent absences for particular school days or those who are absent for significant periods of time. Where this causes safeguarding concern, the school should follow the procedures laid out in their Attendance Policy.
    - has a parent or carer in custody or is affected by parental offending
    - has experienced multiple suspension or is at risk of being permanently excluded from school and in alternative education.
- are in a same gender relationship where there is boyfriend/girlfriend age imbalance

An Early Help Assessment (EHA) may well be conducted by the appropriate person in the school, to co-ordinate and illicit further appropriate support, either from professionals within the school or from appropriate external agencies.

6.3. In their regular safeguarding training, all staff are made aware of the possible indicators of abuse, neglect and exploitation – taken from Working Together to Safeguard Children (2026).

6.4. Where staff have a concern regarding any of these signs and symptoms, including all low-level concerns, they should report them without delay to the DSL or the Deputy DSL's using the procedures as outlined in section 10 of this policy.

6.4.1. Neglect

- Inadequate food, clothing and shelter.
- Appears underweight and unwell, constantly hungry.
- Failure to ensure access to appropriate medical care or treatment
- Failure to thrive physically and appears tired and listless.
- Dirty and /or unhygienic appearance.
- Failure to protect a child from physical or emotional harm or danger
- Frequent unexplained and/or persistent absence from School.
- Lack of parental supervision.

- Failure to provide suitable education

6.4.2. Physical Abuse

- Any injury such as bruising, bite marks, burns or fractures where the explanation is inconsistent with the injury.
- Injuries in unexpected places that are not typical of childhood injuries.
- High frequency of injuries.
- Parents or carers fabricating the symptoms or deliberately inducing illness in a child

6.4.3. Sexual Abuse

- Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development.
- Sexual risk-taking behaviour including involvement in sexual exploitation/ older boyfriend.
- Inappropriate sexual behaviour.
- Physical symptoms e.g., sexually transmitted diseases.
- Unwillingness to undress for P.E. lessons.

6.4.4. Emotional Abuse

- Developmental delay without sound SEND reasons.
- Attachment and/or communication difficulties.
- Withdrawal and low self-esteem with parents/others.
- Parents / carers not giving the child opportunities to express themselves

6.4.5. Indirect indicators of abuse and neglect

- Sudden changes of behaviour.
- Withdrawal and low self-esteem.
- Eating disorders.
- Aggressive behaviour towards others.
- Sudden unexplained absences from School.
- Drug/alcohol misuse.
- Running away/going missing.

6.4.6. Parental Attributes

- Misusing drugs/alcohol.
- Physical/mental health.
- Domestic violence.
- Avoiding contact with the school and other practitioners. Staff should also be aware of the signs and symptoms of the following:

6.5. Mental Health

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

6.5.2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, school staff are well placed to identify where a child may be experiencing a mental health problem or be at risk of developing one.

6.5.3. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, the following signs could be observed by staff and would need reporting to the DSL and/or the school's mental health lead:

- Significant changes in behaviour
- Ongoing difficulty with sleeping
- Withdrawing from social situations
- Not wanting to do things the child usually likes
- Physical signs of self-harm or neglecting themselves

6.5.4. Not every child who exhibits these signs has a mental health lead, but identification of these signs should lead to either early intervention or offer of support

6.5.5. If staff have a concern about a child's mental health, that is also a safeguarding concern it should be reported on CPOMS and reported to the DSL. If staff feel the child is in immediate danger, they should call 999 and seek further advice. If a child needs help urgently for their mental health, and it is not an emergency, staff can get help from the NHS 111 online or call 111 and select the mental health option.

6.5.6. Support for mental health and wellbeing for students is set out in each School's Social, Emotional Well-being Statement, which is reviewed every two years by the appropriate local governing board.

6.5.7. Where Schools signpost students and parents to use mental health apps for support, Schools should ensure that those apps are approved by an appropriate medical body: the app should display the CA or MHRA mark.

6.6. Child Exploitation

6.6.1. All staff should be aware of both Child Criminal Exploitation and Child Sexual Exploitation as laid out in KCSIE 2026.

6.6.2. Child Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in criminal and/or sexual activities.

6.6.3. Exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

6.7. Female Genital Mutilation (FGM)

6.7.1. Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff have a legal duty to report a known case of FGM.

6.8. Forced Marriage

6.8.1. It is unlawful to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats of another form of coercion are not used. This applies to non-binding, unofficial marriages as well as legal marriages. Staff should remain vigilant about this issue and report any concerns immediately.

6.9. Domestic Abuse

6.9.1. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Such

victims (including siblings) of intra familial abuse will need ongoing support from school or other outside agencies.

6.10. Students with Special Educational Needs and Disabilities or Health Issues

6.10.1. All staff, through their safeguarding training, should be aware of the increased vulnerabilities and the additional barriers that can exist when recognising abuse and/or neglect for students with SEND or certain medical or physical health issues, as well those students who are either Looked After Children (LAC) or Previously Looked After Children (PLAC). Staff who regularly have contact with students in the classroom should understand how to identify these students' using SIMS and the additional needs register on the shared area.

6.10.2. Although a medical condition in itself is not a safeguarding concern, where there is a clinical incident in a school - the responsible healthcare professional, in conjunction with the DSL, should consider whether any safeguarding duty has been triggered and whether any further action is required based on the nature of the incident.

6.10.3. Any reports of abuse involving children with SEND will require close liaison between the special educational needs coordinator (SENCO). Additional support or communication may be needed to safeguard these students.

6.11. Preventing Radicalisation

6.11.1. In addition, staff should be alert to the signs and symptoms of students who may be vulnerable to being radicalised or drawn into terrorism. Protecting children from the risk of radicalisation is seen as part of the schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

6.11.1.1. Where a concern of this nature is raised about a student, the DSL may seek advice from the Thames Valley Police Prevent team via the contact details in Section 17 of this policy. A referral to Prevent may well then be needed, along with a MASH referral. Where a multiagency approach is needed a subsequent referral to the Milton Keynes Channel Panel may be needed – which would need to have the consent of the individual being referred.

6.11.1.2. All Trust Schools adhere to the guidelines set out in the Trust's Prevent Statement laid out in ***Appendix 1***.

6.11.2. A Trauma Informed Approach to Safeguarding

All staff should be aware that where students have witnessed or have been the victim of any type of abuse, they may suffer trauma during and/or after the incident (s). Appropriate interventions and support should be offered and monitored by pastoral staff (including the DSL) to address any potential trauma.

7. CHILD-ON-CHILD ABUSE

7.1. All staff should be aware of the different forms that Child-on-Child Abuse may take. These include:

- Bullying including direct and indirect abuse.
- Physical abuse
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour

- Consensual and non-consensual nudes and semi – nude pictures or videos including those generated using AI e.g. deepfakes (see appendix 15)
- So – called 'initiation ceremonies' or honour-based abuse

8. HARMFUL SEXUAL BEHAVIOUR (HSB), SEXUAL HARASSMENT AND SEXUAL VIOLENCE

8.1. School staff should be aware of the different forms of HSB, sexual harassment and sexual violence and what to do if they see or hear it or have it disclosed to them. Flowcharts of how such behaviour is dealt with in each school can be found in the appendices in this policy. The Trust's key considerations (in line with KCSIE 2026) for dealing with HSB are as follows:

- A zero tolerance approach
- Recognising, acknowledging and understanding the scale of HSB, sexual harassment and sexual violence and that if it is not being reported this does not necessarily mean that it is not happening
- Recognising the escalatory nature of misogyny and the benefits of early identification to support a school approach to minimise the risk of HSB, sexual harassment and sexual violence
- Challenging behaviours in students such as grabbing bottoms, breasts, flicking bras and lifting up skirts (which could be considered criminal in nature). Dismissing or tolerating such behaviours risks normalising them.

8.2. Where incidents of HSB, sexual harassment and sexual violence occur support for the victim is especially important, victims should be reassured that are being taken seriously and that they will be supported and kept safe.

8.3. School DSLs will use the advice laid out in KCSIE 2026 as regards the continuum of sexual behaviours to help identify, support and deal with any incidents disclosed to them. They will also find the Brook Sexual Behaviours Traffic Light Tool useful in dealing with this type of behaviour: CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

9. UPSKIRTING

The Criminal Prosecution Service (CPS) defines 'upskirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, e.g. on public transport or at music festivals, which can make it difficult to notice offenders. If staff see, suspect or hear of this happening they should contact a member of the safeguarding team immediately.

10. SUPPORTING STUDENTS WHO ARE LESBIAN, GAY, BISEXUAL OR GENDER QUESTIONING (LGBT)

10.1. The fact that a student who identifies as LGBT is not in itself a risk factor, however, each school in the Trust should recognise that some of these students will require additional support at times. This may be any member of staff or an identified member of staff who may act as an ambassador for such students.

10.2. When handling requests for social transition schools should adopt a child centered not necessarily a child led approach. Schools should consider the impact on such a potential social transition on the child involved as well as those in the rest of the school community. Schools should not initiate social transition themselves. Social transition could involve changes to the student's preferred name, pronoun, uniform or appearance. It is likely to be rare that a child of Primary School age should undergo social transition and great caution in doing so should be applied where such a request is made. A request to socially transition should involve the DSL at the earliest opportunity, any decision making (along with the rationale for making them) should be carefully recorded, parents /carers should be involved (unless their involvement would pose a known serious safeguarding risk to the

child), external or clinical advice should be sought where appropriate. The outcome of the initial request may well not match the outcome as safeguarding considerations may well lead to the school making a different decision.

10.3. To ensure the safeguarding of all students, same sex spaces should be kept as such, namely:

- There should be separate toilets for boys and girls from the age of 8
- Students should not use toilets designated for the opposite biological sex (alternative arrangements for those who do not wish to use same sex toilets such as individual facilities should be used instead)
- Students aged 11 and over should not undress in front of members of the opposite biological sex
- Overnight accommodation on school trips for all ages should remain single sex.

10.4. **Sporting Activities** should be organised with a safety-first approach. Where safety concerns arise, sporting activities should be organized in single sex groups. Decisions should take into account the best interests of the child who feels uncomfortable participating with children of the same biological sex, the safety and fairness of competition and any possible negative impact on other students.

In all of the above considerations for gender questioning children schools should ensure that:

- Any decisions around sporting activities or social transitioning are carefully recorded including the rationale of any decisions
- Any decisions made around sporting activities or social transitioning should involve the DSL.

10.5. The Trust has a zero tolerance to any form of Child-on-Child Abuse or bullying. Procedures for dealing with such behaviour is detailed in each School's 'Anti – Bullying Policy'.

10.6. The School's DSL should be made aware immediately of any disclosure regarding an allegation of child-on-child abuse and should decide the most appropriate action to take in accordance with Part 5 of Keeping Children Safe in Education (2026) and if appropriate the advice laid out by the DfE in their advice from 2018 entitled "Sexual violence and sexual harassment between children in schools and colleges". This could involve contact with the Milton Keynes MASH team and/or contacting the police.

10.7. The Trust also recognises that the victims of child-on-child abuse may well need to be supported both at home and in school. The wider pastoral teams within each School in the Alliance should have arrangements in place to support such students through mentoring, counselling and group sessions where appropriate.

11. ONLINE SAFETY

11.1. Students, staff and parents should be aware of the four areas of risk that students could be exposed to online (content, contact, conduct and commerce (including misinformation, disinformation conspiracy theories, phishing and/or financial scams).

11.2. Local Governors and Trustees of all settings (including EYFS) should ensure that:

11.2.1. There are clear roles for Human Resources (as regards data protection), the IT network manager and the DSL to manage filtering and monitoring systems in school to ensure pupils are kept safe.

11.2.2. Appropriate filters and monitoring systems in place to block harmful content without unreasonably impacting teaching and learning.

11.2.3. Filtering and monitoring provision should be reviewed at least annually both for their appropriateness and their effectiveness by the DSL and the safeguarding governor for the

School. This review should include checking that filtering is working appropriately on all internet-connected devices in relevant locations, with a record being kept of these checks. The safeguarding governor is responsible for monitoring this review and reporting back its' findings to the School's LSB at least annually. This review should also record the school's approach to using AI in the school.

11.2.4. There are effective monitoring strategies in place to keep pupils safe online in school.

11.2.5. Appropriate procedures are in place to protect School's data systems from cyber attacks, protecting personal data of students, parents and staff, thus preventing a safeguarding issue which could arise from these becoming compromised.

11.2.6. The Leadership Team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

11.2.7. Where School's use generative AI they should adhere to the guidelines set out in the latest government guidance: https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations

11.3. Staff should be aware of the issues that can arise from students misusing mobile phones both in and out of School. To safeguard students outside of school, parents should be made aware of how they can best protect and safeguard their children at home (particularly regarding legalities regarding the use of age specific apps). To safeguard students as much as possible in school The Trust does not allow students to use their phones in school at any time, unless at the discretion of a member of staff. Students are reminded throughout the school year, via assemblies and the PSHEE programme, of how to keep themselves safe online both in and out of School. The misuse of mobile technology to cause harm, alarm and distress is considered in the Schools' Behaviour policies.

11.4. To ensure the safeguarding of students and staff, wearable recording devices (including glasses) are banned from Trust School sites.

11.5. Where such technology has been misused, resulting in a safeguarding concern such as sexting – the DSL will share concerns with parents/carers and inform the relevant agencies such as the MASH team and, if appropriate (where a crime may have been committed) the Police.

12. TRAINING

12.1. All staff receive training in line with the new guidance as detailed in 'Keeping Children Safe in Education 2026'. This includes an annual update at the beginning of the academic year where staff are reminded of the school's policies and procedures regarding safeguarding and child protection. This includes training on online safety, which, among other things, includes an understanding of the expectations, applicable roles and responsibilities to filtering and monitoring in school. Throughout the year any new member of staff joining the school receives training in the procedures to follow as regards Child Protection and Safeguarding. Any new staff who do not have Level 1 training undergo that training as soon as possible into their first term at the school. All staff members will undertake child protection training which is updated every three years, in line with advice from MK Together. The 'Designated Leads for Safeguarding' undertake specialist child protection training, which is updated at a minimum of every two years. In addition to this staff receive training on CSE, FGM as well as Prevent Training, as appropriate to their role within the school.

12.2. All staff also receive regular safeguarding updates throughout the year, which may feature training on emerging themes such as gang activity in the local area.

12.3. All Local Governors and Trustees should receive regular, appropriate safeguarding training which enables them to have a shared understanding and knowledge of effective safeguarding. This training should enable them to effectively support and challenge safeguarding policies and procedures within the Trust to ensure that a robust approach to safeguarding is being consistently delivered.

12.4. All training should be followed up with an evaluation to ensure that the training has been successful

and to ensure that staff, governors and trustees have had the opportunity to reflect on their own learning.

13. SAFER RECRUITMENT

13.1. The Trustees and the Executive Leadership Team are responsible for ensuring that The Trust follows safe recruitment processes in accordance with government requirements (for all settings including EYFS) and MK Together procedures, including:

13.1.1. Ensuring the Heads of School, Trustees, Local Governors and other staff responsible for recruitment completes safer recruitment training, as appropriate.

13.1.2. Ensuring the upkeep of a Single Central Record of all staff and regular volunteers.

13.1.3. Ensuring written recruitment and selection policies and procedures are in place.

13.1.4. Adhering to statutory responsibilities to check staff who work with children.

13.1.5. Ensuring the Trust follows its procedure regarding online checking of prospective shortlisted candidates for any role, including ensuring that prospective candidates are informed of the Trust's intention to carry out such checks.

13.1.6. Taking proportionate decisions on whether to ask for any checks beyond what is required.

13.1.7. Ensuring that volunteers are appropriately supervised and DSB checked (if they are over 16)

13.1.8. Ensuring that consideration is given as to whether a work experience candidate is DBS checked (if over 16) and barring checked (all ages).

13.2. The Trust is guided by local procedures for managing safer recruitment processes, which are set out in the Milton Keynes Safer Recruitment Checklist.

13.3. Safe Working Practice

13.3.1. All The Trust staff are subject to the Staff Code of Conduct which is highlighted annually in safeguarding briefings. In addition to the Code of Conduct, staff are also made aware of the School's Acceptable Use of ICT Policy, the use of reasonable physical force policy, the School's Anti-Bullying Policy as well as updates on procedures for reporting concerns about students and staff.

13.3.2. New staff undergo a thorough induction programme which covers the above areas in detail.

14. HOW STAFF SHOULD REPORT CONCERNS AND DEAL WITH DISCLOSURES

14.1. Staff have a mandatory, legal obligation to report cases of:

- Alleged child sexual abuse (either recent or historic – including where an adult may have been a victim) – see 13.1.2 below
- Alleged Female Genital Mutilation (FGM) see 13.2.5 below
- Alleged radicalisation see section 8.11

14.2. If any member of staff has any reason to suspect that a child has been abused, he/she should:

14.2.1. **Report to the designated teacher immediately. If this is not possible then the member of staff should either phone the Police on 999 if there is an immediate and serious concern which could lead to serious and significant harm. If the concern is less serious but still of concern, the member of staff should phone the Milton Keynes MASH team on 01908 253169 for further advice – this advice could include to make a referral using the following LINK. Any member of staff who does refer in this way should then inform the DSL at the earliest opportunity.**

14.2.1.1. All staff must be aware that they cannot promise to keep secrets, which might compromise the child's safety or well-being or that of another.

14.2.2. **Listen and allow the child to talk about the problem - do not ask direct questions and note that in the case of alleged child sexual abuse no questioning should take place.**

- It is our role to clarify issues - not to establish certainty.
- It is a mandatory duty of all staff to report all cases of alleged child sexual abuse, both

recent or historic, in line with the Crime and Policing Act 2026. This applies where the alleged victims could be students and/or staff.

- It is the role of the police and social services to investigate. The DSL should be informed of all allegations and should take the lead in informing the Police and Social Services.
- We must take care not to ask questions which are not relevant to our role and responsibility for the child, and which may also prejudice any action.
- Other adults or children may tell you that a child causes them concern. If this happens, you should still report it to the designated teacher immediately.

14.2.3. Reassure the child that it is not his/her fault.

14.2.3.1. Tell the child you need to talk to and get advice from someone else.

14.2.3.2. Do not delay talking to the delegated teacher, early referral gives others more time to make arrangements to protect the child better.

14.2.4. Make a written note of the details as soon as possible mentioning any injuries that you became aware of when the child was talking to you - this is likely to ensure accuracy in recalling events later if this should be necessary.

14.3. What will happen next?

14.3.1. Although the 'Designated Safeguarding Lead' takes overall responsibility for coordinating the case within School, the member of staff who first reported the case will be kept as fully involved as possible, and the Form Tutor will be given the necessary information.

14.3.2. Information about a case of child abuse will be confined to the member of staff who identified the abuse or was the subject of the disclosure and the designated teacher initially. The Form Tutor will be kept informed to enable the child to be fully supported.

14.3.3. The 'Designated Safeguarding Lead' will decide on the action to take place. This may include:

- A discussion with colleagues who know the child.
- Questioning* the student to determine the cause for concern.
- Contacting parents.
- Referral to the MASH team.
- Recommending some early help be initiated with the family or child or both.

(Questioning will not take place in cases of suspected sexual abuse.)*

14.3.4. A member of staff may be contacted directly by someone from outside school. If this is the case the member of staff should ensure that the 'Designated Safeguarding Lead' is aware that they have been contacted and seek his or her guidance before giving information or taking action. The member of staff should take details of the caller and arrange to call them back.

14.3.5. Staff are aware that they have a legal obligation to report a 'known'* case of FGM to the DSL in the School (as per the guidance detailed in the Multi Agency statutory guidance on FGM April 2016). The DSL will report the information to the Police. (*as defined in Section 5B of the 2003 Female Genital Mutilation Act)

14.4. Role of the Designated Safeguarding Lead

14.4.1. Each school in The Trust will ensure that a senior member of staff is appointed to the role of 'Designated Safeguarding Lead' to take lead responsibility for child protection issues, and that at least two other members of staff are appointed to deputise in their absence. Their role is to:

14.4.1.1. Refer cases appropriately to relevant agencies as soon as possible. Parental consent should be sought prior to any referral being made, unless seeking consent would place the child or any other child at risk of harm. If the parents do not consent, but the child is at risk of significant harm, the referral should still be made. The welfare of the child is paramount.

14.4.1.2. Where appropriate complete the MK Together's CSE or FGM screening tool in order to assess what type of scaled response is needed. Thames Valley Police must also be informed, via their intelligence form, to raise any concerns about a student's potential involvement in gang activity.

14.4.1.3. Where appropriate, refer a case of potential radicalisation to the Thames Valley Police Channel Panel via their bespoke referral form, or in the first instance seek advice from Thames Valley Police's designated officer for Prevent (Appendix 1).

14.4.1.4. Ensure that where a student is deemed to be missing from education the appropriate online forms are filled out and sent to Milton Keynes Council in a timely manner.

14.4.1.5. Act as the designated in school link for receiving notification from the Thames Valley Police 'Operation Encompass' project, which gives details of cases where a student or their family has had some recent involvement with the Police.

14.4.1.6. Discuss the case where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral. The designated member of staff should discuss the case on a consultation basis with Milton Keynes MASH.

14.4.1.7. Make a referral directly to the child's allocated CSC social worker.

14.4.1.8. Provide advice and guidance for staff on child protection issues.

14.4.1.9. Take the lead in developing, monitoring and reviewing the school's child protection policy and procedures.

14.4.1.10. Oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of students who are subject to child protection procedures.

14.4.1.11. Link with and report to the Headteacher and the nominated governor for child protection within the school.

14.4.1.12. Provide the link between the school and other agencies, particularly the MK MASH and MK Together.

14.4.1.13. Ensure that where a Police Officer makes the decision to search a student on school premises that there is an appropriate adult present during that search.

14.4.1.14. Ensure that all staff, including newly appointed staff as soon as they are appointed/employed by the school, are aware of the school's policies and procedures and that appropriate training is taken up for all staff at the required frequency.

14.4.1.15. Ensure that parents/ carers are fully aware of the school's policies and procedures and that they are kept informed and involved.

14.4.1.16. Attend designated training every two years.

14.4.1.17. Ensure that copies of all safeguarding and child protection records are passed to the 'Designated Safeguarding Lead Member of staff' – either by hand or by recorded delivery where a child transfers to another school. Where a student moves schools or settings, the School's DSL should liaise directly with the DSL of the new school where there are concerns that the student may pose a risk to themselves or others (such as serious violence or other harmful behaviours)

14.4.1.18. Ensure that child protection records are kept until the child reaches the age of 25, unless there is a good reason as to why they should be kept for longer. Records should then be disposed of securely as confidential waste.

14.4.1.19. Liaise with other key staff in the school (including but not limited to teachers, first aiders, IT technicians, the SEND team, senior mental health lead) on matters of safety, safeguarding and welfare in order to ensure children's needs are considered holistically when referring to or liaising with relevant agencies.

14.4.1.20. Be aware of the different ways in which AI generated content can be used to abuse children and be able to seek advice from external agencies in consultation with the advice and guidance issued in KCSIE 2026 where

concerns arise.

15. RECORD KEEPING AND INFORMATION SHARING

15.1. Child Protection records are kept centrally by each School using a secure online system called CPOMS (Child Protection Management Software). Staff are aware that they must record safeguarding and child protection, including all low-level concerns, using CPOMS as soon as possible, and are given regular training as to how to do so.

15.2. Each School will also adhere to the guidelines regarding information sharing, data protection (namely the Data Protection Act 2018) and UKGDPR as laid out in ***Keeping Children Safe in Education 2026.***

15.3. Each school in the Trust will ensure that this policy is available publicly either via the school or Trust website. Parents should be informed prior to a Child Protection referral unless it is considered to do so might place the child at increased risk of significant harm. The school will endeavour to ensure that parents understand the responsibility placed in schools for safeguarding matters.

15.4. The DSL should keep a record on CPOMS of all relevant concerns, discussions and decisions made and the rationale for those decisions having been made.

16. EARLY YEARS AND FOUNDATION STAGE GUIDANCE

16.1. EYFS settings should ensure they are compliant with the new framework from September 2025 which states that:

- All staff are subjected to full safer recruitment procedures
- Attendance of children is monitored effectively
- Two emergency contact details are held for each child
- Full level 2 safeguarding training for all staff is undergone every two years
- All staff are aware of their role in ensuring that safer eating requirements are adhered to
- all trainees and early years students have an approved pediatric first aid certificate in order for them to be included in the staff/student ratios
- All staff are made aware of the relevant whistleblowing policies
- All staff who administer intimate care are aware of their safeguarding responsibilities when undertaking such care (including that senior leaders ensure that barred list checks are carried out on staff who perform this duty)
- All staff are aware of how to keep EYFS children safe online

17. ALLEGATIONS AGAINST MEMBERS OF STAFF and VOLUNTEERS (LADO procedures).

17.1. The Trust recognises that it is possible for staff (including supply and trainee teachers) and volunteers to behave in a manner that causes harm to children and takes any allegations made against members of staff or volunteers seriously. The Trust also recognises that although a member of staff may not have directly caused harm to a child, in line with guidance in paragraph 211 onwards of KCSIE 2026, the way in which a member of staff behaves or may have behaved may mean that they are not suitable to work with children. Any allegations regarding staff, whether they are serious allegations or low-level concerns, should be reported to the Designated Safeguarding Lead. Any allegations regarding the Deputy Safeguarding Lead should be reported to the Headteacher. Where the Designated Safeguarding Lead and the Headteacher are the same, concerns should be reported to the CEO.

17.2. Low level concerns should be recorded by the Headteacher and Designated Safeguarding Lead. Where a number of low-level concerns are raised, the Headteacher should decide what appropriate action to take.

17.3. The Headteacher will not investigate an allegation themselves but will appoint a member of the Senior Leadership Team to do so unless the allegation is regarding the Designated Safeguarding Lead.

17.4. The Headteacher will assess whether to contact the Milton Keynes Local Authority District Officer (LADO), following the guidance in Part Four of ***Keeping Children Safe in Education 2026.***where a concern includes an allegation, or series of low-level concerns, that might meet the harm threshold. Any allegations regarding the Headteacher should be made to the Chair of Governors of the relevant Local School Board. Any allegations regarding the Chief Executive Officer should be made to the Chair of the Trustees of The Trust.

18. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

18.1. Where services or activities are provided separately by another body using the school premises, the Local School Board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. Such organisations should also inform the individual school if they make a referral to MASH, similarly if concerns are raised by child or young person undertaking an activity provided by another organisation using the school premises, the individual school should also raise a referral if appropriate.

18.2. Where concern is raised about a member of staff of an outside organisation using Trust premises, the individual school will follow normal policies and procedures, including informing Milton Keynes LADO.

19. CROSS REFERENCE TO OTHER TRUST / SCHOOL POLICIES

19.1. The Trust recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the documents listed below.

- **19.1.1.** Behaviour Policy including the Anti-bullying Policy
- **19.1.2.** Data Protection Policy including Privacy Notices – Staff and Students
- **19.1.3.** Health and Safety Policy
- **19.1.4.** Educational Trips and Visits Policy
- **19.1.5.** Recruitment Statement
- **19.1.6.** Staff Induction and Probation Policy
- **19.1.7.** Acceptable Use of ICT Policy (Staff and Students)
- **19.1.8.** Confidential Reporting/Whistle Blowing Policy & Procedure for Staff (including EYFS staff)
- **19.1.9.** Procedure for Dealing with Allegations of Abuse Against Staff
- **19.1.10.** Staff Code of Conduct

20. POLICY REVIEW

The Trustees are responsible for reviewing this policy annually and ensuring that it is compliant with current legislation and good practice. The Trust is also responsible for ensuring that schools maintain an up-to-date list of key contacts and that related policies and procedures are kept up to date.

21. EXTERNAL AGENCY CONTACTS AND FURTHER INFORMATION

21.1. To make a referral or consult Children's Services regarding concerns about a child:
Multi-Agency Safeguarding Hub (MASH): Tel: 01908 253169 or 253170 during office hours or Emergency Social Work Team Tel: 01908 265545 out of office hours. Email: children@milton-keynes.gov.uk

21.2. For allegations about people who work with children:
Contact the MASH as above or Local Authority Designated Office (LADO) Tel: 01908 254307. Email: lado@Milton-keynes.gov.uk

21.3. For information about safeguarding training for schools and education settings:
Contact the Secretary to the Children & Families Head of Safeguarding - Tel: 01908 254962 or email: sue.butler@milton-keynes.gov.uk

21.4. For general queries regarding safeguarding, contact the Children & Families Head of Safeguarding Tel: 01908 254307 or email: sophie.marshall@milton-keynes.gov.uk

21.5. More information and guidance about safeguarding children, including inter-agency training opportunities, can be found on the MK Together website: Home | mk-together

21.6. Prevent referrals to be sent to this link.

21.7. Prevent advice to be sought from: Thames Valley Prevent Team – their website with contact details is here: Prevent | Thames Valley Police

21.8. Advice on whether or not the Police should be informed of a safeguarding incident can be found in this guidance.

APPENDIX 1: PREVENT STATEMENT

WHAT IS THE PREVENT STRATEGY?

Prevent is a government strategy designed to stop people being drawn into acts of terrorism or supporting terrorist or extremist causes.

HOW DOES THE PREVENT STRATEGY APPLY TO SCHOOLS?

Since July 2015 all schools (as well as other organisations) have had a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views in the same way we protect them from any other harm.

Building resilience in our young people and the promotion of fundamental British values is at the heart of preventing radicalisation. We want to instill in our children the knowledge and confidence to recognise and challenge extremist beliefs and ideologies.

In the Trust, we do this by providing a safe place in which all children can discuss issues at an age-appropriate level.

WHAT DOES THIS MEAN IN PRACTICE?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent Strategy. These include:

- focusing on the individual School's core values
- exploring other cultures and religions and promoting diversity
- challenging prejudices and racist comments
- developing a strong understanding of what is right and wrong and the moral confidence to stand up for this
- developing critical thinking skills and an emphasis on positive self-identity
- promoting the spiritual, moral, social and cultural development of pupils
- promotion of British values e.g. democracy and the rule of law

We will also directly protect children from the risk of radicalisation in more specific ways, such as:

- using filters on the internet to make sure pupils can't access extremist and terrorist materials
- following thorough systems for vetting visitors who come into school to work with pupils.

MY CHILD IS AT A TRUST PRIMARY SCHOOL: ARE THEY TOO YOUNG TO LEARN ABOUT EXTREMISM?

We are mindful of the fact that some of the issues around extremism are not appropriate for children of a young age to be exposed to. However, the Prevent strategy is not just about discussing extremism itself but is more about teaching children important core values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

MY CHILD IS AT A TRUST SECONDARY SCHOOL: HOW WILL THEY LEARN ABOUT EXTREMISM?

This would normally be done as part of the School's PSHEE programme but may be covered where relevant in other curriculum areas where appropriate.

WHAT WILL WE DO IF WE HAVE A CONCERN?

If we have a concern about a particular pupil, we will follow the school's normal safeguarding procedures. This might include discussing the situation with the Designated Safeguarding Lead, and where deemed necessary, with Children's Social Care.

We may also contact the local police force or dial 101 (the non-emergency number). They can talk to us in confidence about concerns and help us gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident. In such emergency situations where there is an immediate risk, we will refer to the Channel Programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

APPENDIX 2: KEY CONTACTS AT THE ALLIANCE SCHOOLS TRUST

The Trust	
Chief Executive Officer: Susanna Collings Contact details: 01908 049516 collingss@tastrust.org.uk	
Trust Designated Safeguarding Lead: Mr Phil Myers – Trust Inclusion Lead and Senior Deputy Headteacher, Denbigh School Contact details: 01908 505030 myersp@denbigh.net	
Chair of Trustees: Linda Ford Contact details: fordl@tastrust.org.uk	**Designated Trustee for Safeguarding and Safer Recruitment: Maureen O'Brien.** Contact details: obrienm@tastrust.org.uk
Brooksward School	
Designated Safeguarding Lead: Executive Headteacher – Jen Swain Contact details: 01908 605605 jen.swain@brooksward.org.uk	
Headteacher: Ben Hodson Contact details: 01908 605605 ben.hodson@brooksward.org.uk	**Chair of Governors: Karen Skegg** Contact details: karen.skegg@deltafederation.org.uk
Operational Safeguarding Lead: Michelle Cook Michelle.cook@brooksward.org.uk	**Designated Safeguarding Governor: Karen Skegg** Contact details: karen.skegg@deltafederation.org.uk
AH & Safeguarding Team Member: Emma Docherty Emma.docherty@brooksward.org.uk	**Safeguarding Team Member: Laura Clifford** Contact details: 01908 605605 laura.clifford@brooksward.org.uk
Online Safety Lead: Duncan MacDonald Contact details: 01908 605605 Duncan.macdonald@brooksward.org.uk	**Nursery Manager & Nursery DSL: Lacey Hart** Contact details: 01908 773971 lacey.hart@brooksward.org.uk
Denbigh School	
Designated Safeguarding Lead (Strategic): Senior Deputy Headteacher - Mr Phil Myers Contact details: 01908 505030 myersp@denbigh.net	
Headteacher: Anthony Steed Contact details: 01908 505030 steeda@denbigh.net	**Chair of Governors: Dominic Wood** Contact details: woodd@denbigh.net
Designated Safeguarding Lead (Operational): Debbie Burgess Contact details: 01908 505030 burgessd@denbigh.net	**Designated Safeguarding Governor: Alexander Tidy** Contact details: tidya@denbigh.net
Deputy Designated Safeguarding: Dan Bennett Contact details: 01908 505030 bennettd@denbigh.net	**Safeguarding Team Member: Sandie Brawn** Contact details: 01908 505030 brawns@denbigh.net
Safeguarding Team Member: Jerome Waters Contact details: 01908 505030 watersj@denbigh.net	**Safeguarding Team Member: Jon Burgess** Contact details: 01908 505030 burgessj@denbigh.net
Mental Health Lead: Mike Stewart Contact details: 01908 505030 stewartm@denbigh.net	
Drayton Park School	
Designated Safeguarding Lead: Executive Headteacher – Jen Swain Contact details: 01908 645058 Jen.swain@brooksward.org.uk	
Headteacher: Laura Greenwood Contact details: 01908 375137 greenwoodl@draytonpark.org.uk	**Chair of Governors:** Contact details:
Operational Safeguarding Lead: Ben Roberts Contact details: robertsb@dratonpark.org.uk	**Designated Safeguarding Governor: Shanie Jamieson** Contact details: shanie.jamieson@deltafederation.org.uk
Safeguarding Team Member: Daniel Riggett-Roderick Contact details: riggettroderickd@draytonpark.org.uk	**Safeguarding Team Member: Shannon Bragg** Contact details: braggs@draytonpark.org.uk
Online Safety Lead: Duncan MacDonald Contact details: 01908 605605 Duncan.macdonald@brooksward.org.uk	
Loughton School	
Designated Safeguarding Lead: Deputy Headteacher, Ellie Frost Contact details: 01908 665971 FrostE@loughton.school	

Headteacher and Deputy Designated Safeguarding Lead: Bex Green Contact details: 01908 665971 BexGreen@loughton.school	**Chair of Governors:** Kirstin Pryor Contact details: chair@loughton.school
Deputy Designated Safeguarding Lead: Charlie McNeaney Contact details: McNeaneyC@loughton.school	**Designated Safeguarding Governor: Shelley Cadman** Contact details: CadmanS@loughton.school
Deputy Designated Safeguarding Lead: Nana Brago Contact details: BragoN@loughton.school	**Safeguarding Team Member: Debbie Farmer** Contact details: FarmerD@loughton.school
Online Safety Lead: Ben Whyman Contact details: WhymanB@loughton.school	

Watling Academy

Designated Safeguarding and e-safety Lead: Deputy Headteacher - Mr Adam Say Contact details: 01908 794094 saya@watling.academy	
Headteacher: Emma Anderson Contact details: 01908 794094 andersone@watling.academy	**Chair of Governors: Robert Simpson** Contact details: simpsonr@watling.academy
Designated Safeguarding Governor: Angela Chilton Contact details: chiltona@watling.academy	**Designated Safeguarding Lead (Operational): Gabriella Nicholls** Contact details: 01908 794094 nichollsg@watling.academy
Designated Safeguarding Lead (Operational): Naomi Thompson Contact details: 01908 794094 Thompsonn@watling.academy	**Safeguarding Team Member: Neil Mangan** Contact details: 01908 794094 mangann@watling.academy
Safeguarding Team Member: Elliot Humphries Contact details: 01908 794094 humphries@watling.academy	**Safeguarding Team Member: Natalie Bennett** Contact details: 01908 794094 bennettn@watling.academy
Mental Health Lead: Cameron Parks Contact details: 01908 794094 parksc@watling.academy	

Watling Primary

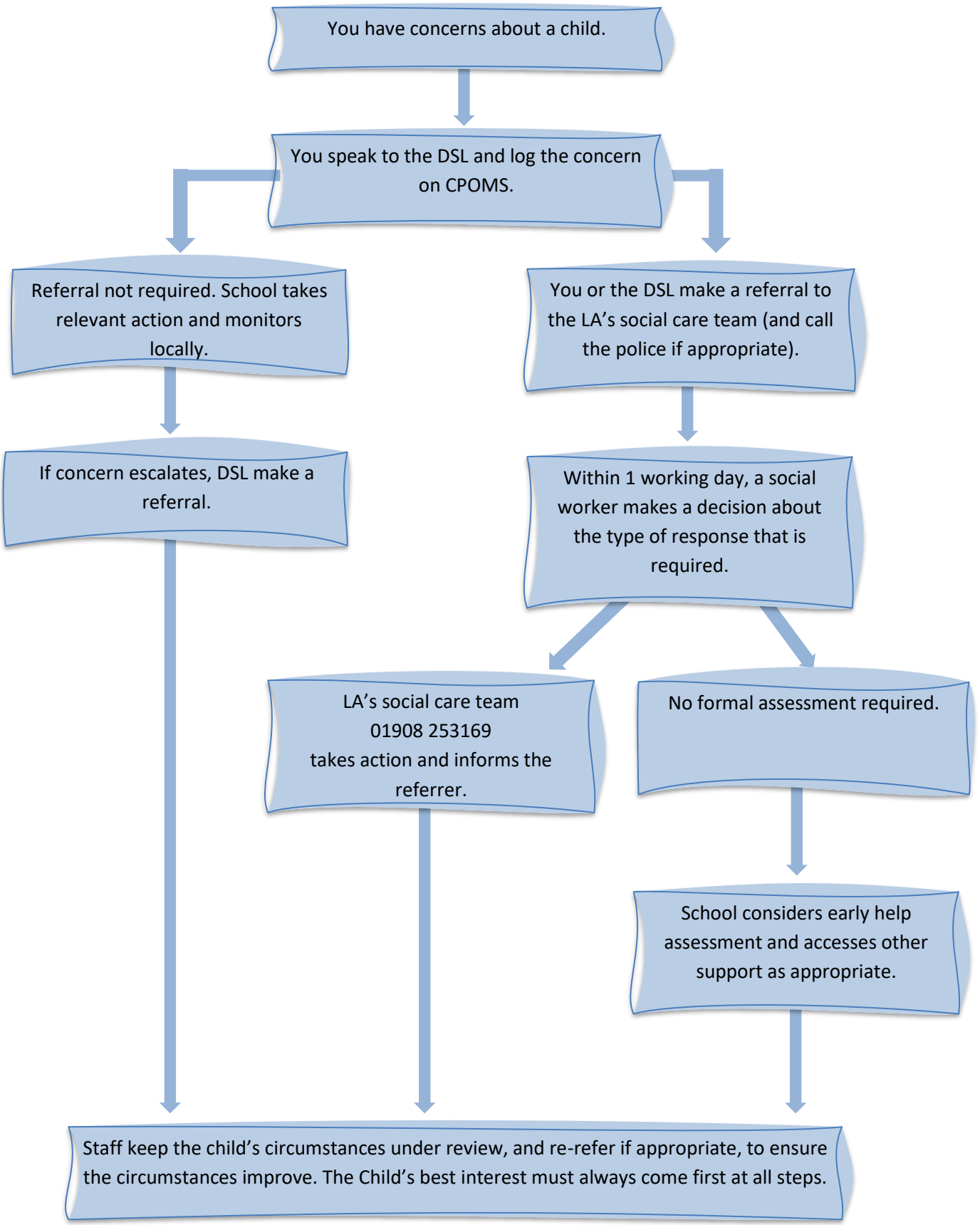
Designated Safeguarding Lead: Assistant Headteacher - Beth Shepherd **Contact details: 01908 049500 @watlingprimary.org.uk** shepherdb@watlingprimary.org.uk	
Chair of Governors: Akhtar Jan Contact details: jans@watlingprimary.org.uk	**Designated Safeguarding Governors: Liandra Walker & Katherine Gilbert** Contact details: walkerl@watlingprimary.org.uk gilbertk@watlingprimary.org.uk
Safeguarding Team Member: Vikki Pegg Contact details: **peggv@watlingprimary.org.uk**	**Safeguarding Team Member: Emma Adams** Contact details: adamse@watlingprimary.org.uk
Safeguarding Team Member: Sarah Renwick Contact details: renwicks@watlingprimary.org.uk	**Safeguarding Team Member: Grace Burrows** Contact details: burrowsg@watlingprimary.org.uk
Safeguarding Team Member: Joseph Maloney Contact details:maloneyj@watlingprimary.org.uk	

Willen Primary

Designated Safeguarding Lead: Headteacher – Carrie Matthews **Contact details: 01908 690098 head@willenprimary.org**	
Chair of Governors: Raymond Moodley Contact details: rmoodley@willenprimary.org	**Designated Safeguarding Governor: Laura Geering** Contact details: lgeering@willenprimary.org
Deputy Designated Safeguarding Lead: Hayley Gates Contact details: hgates@willenprimary.org	**Deputy Designated Safeguarding Lead: Louise Tyas** Contact details: ltyas@willenprimary.org

APPENDIX 3: REFERRAL FLOWCHART

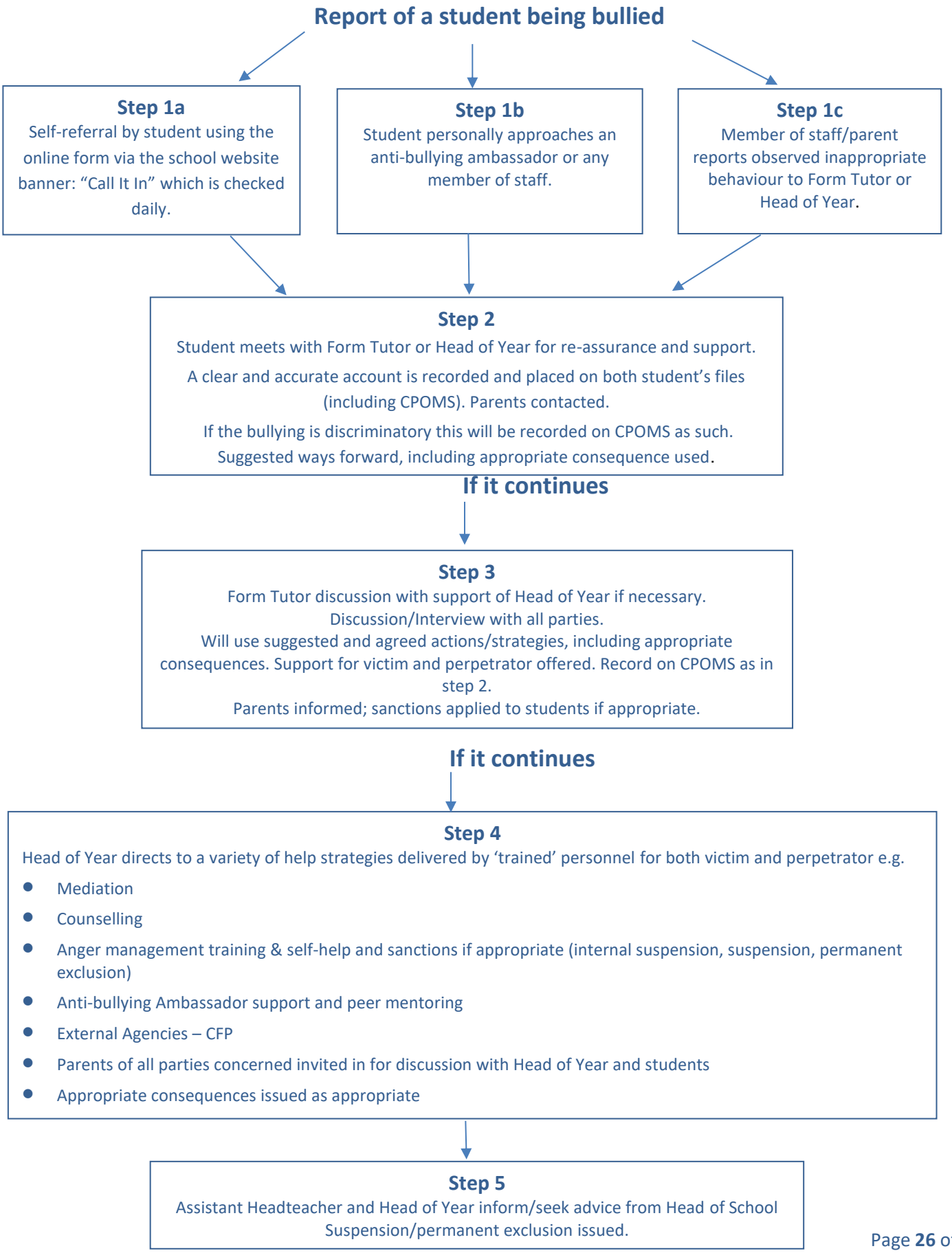
Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) (Note – if the DSL is unavailable, this should not delay action. See section 11.1.1. for what to do.)



The following Appendices provide examples of operational procedures within the Trust School.

APPENDIX 4: PATHWAYS OF SUPPORT FOR DEALING WITH BULLYING INCIDENTS - Denbigh School

Denbigh School does not tolerate any kind of bullying. We live out our values of be engaged, be kind and respectful and do not harm.



APPENDIX 5: RESPONDING TO ACCUSATIONS OF BULLYING – Watling Academy

Report Received

- Taken seriously by member of staff.
- Reported to Assistant Head of Year (AHoY) or Head of Year (HoY) by member of staff (child not told to go and report it themselves/find their HoY etc.)
- Pastoral staff investigate incident and assign it to be dealt with e.g. FT/PA etc.
- Action Taken – it is NEVER simply left.

Supporting the victim

(HoY must oversee even if another member of Pastoral Team (PT) is supporting the student)

Listen to what they say

Put in place support strategies for the student

Contact parents

Reassure

Encourage future reporting

On-going checking in

Make teachers aware

Support with new friendship groups if required

Restorative discussions

PSP completed if bullying does not stop after

IMPORTANT

Parents and the student are communicated with in terms of action taken. Show that we have dealt with the concern.

Supporting the Bully

(HoY must oversee even if another member of PT is supporting the student)

Investigate to understand why

Put in place strategies to change behaviour

Parents contacted

Set up Pastoral support meetings

Review regularly

Restorative discussions

PSP completed if required

Note

Repeated actions will lead to further consequences, up to and including exclusion

For any bullying incident (as outlined in the anti-bullying policy) HoY should immediately speak with the DSL. Once the incident is discussed and confirmed as bullying the HoY will record it on CPOMs.

The HoY will record it as Cause for concern as usual, but will also tick the Bullying/Friendship related incident issue. HoY MUST then select the stand alone bullying box. HoY may categorise it using another appropriate box, but it is the bullying box that will inform the statutory reports run half termly.

APPENDIX 6: RESPONDING TO ACCUSATIONS OF BULLYING/PREJUDICIAL BEHAVIOURS

Brooksward, Drayton Park, Watling Primary, Willen Primary

The ethos and culture of our schools, as reflected in our respective values and Behaviour Policies, incorporate measures that we hope will prevent bullying. However, all the members of our community recognise that bullying can still occur. If a report of an accusation of bullying is received, we will take the following actions.

REPORT RECEIVED

Class Teacher will investigate, maintaining a 'no blame' approach while the facts are being established.

SUPPORT FOR THE VICTIM

Listen to what they say in a safe environment.

Respond calmly and consistently.

Reassure them that they will be taken seriously.

Decide on appropriate course of action e.g. involving other members of staff to provide pastoral support, identifying new friendship groups

If both victim/bully are agreeable, engage in a restorative process.

Encourage future reporting, including ongoing check-ins.

Continue to monitor and follow up if necessary.

SUPPORT FOR THE BULLY

Investigate to understand what has happened and why.

Respond calmly and consistently.

Encourage the person who has done the bullying, and anyone else who has colluded, to behave in a more acceptable way.

Decide on appropriate course of action e.g. provide pastoral support, individual support plan, regulation of behaviour, involving external agencies.

Issue an appropriate consequence.

If both victim/bully are agreeable, engage in a restorative process.

Continue to monitor and follow up if necessary.

All confirmed incidents will be recorded on CPOMS and categorised under bullying.

Parents or carers of the victim and perpetrator will be contacted as soon as possible and kept informed of any actions taken or further developments.

Repeated incidences of bullying will lead to further consequences for the perpetrator, up to and including permanent exclusion.

PLEASE REFER TO THE SCHOOL'S ANTI-BULLYING POLICY FOR FURTHER INFORMATION.

APPENDIX 7: RESPONDING TO INCIDENTS OF A SEXUAL NATURE – Denbigh School

Information Received

- Taken seriously by member of staff
- Reported to DSL immediately
- DSL or HOY to investigate (if HOY, DSL to support)
- Action is Always Taken
- Incident reported on CPOMS

Sexual Violence	Sexual harassment	Harmful Sexual Behaviour

Supporting the victim

DSL or HOY to support this process

- We listen to what they say
- We put in place support strategies for the student
- We contact parents and keep in touch throughout the process
- We reassure
- We encourage future reporting
- We check in on an ongoing basis

Supporting the perpetrator

DSL or HOY to support this process

- We investigate to understand why
- We put in place strategies to challenge and change behaviour
- We contact parents and keep in touch throughout the process
- We review strategies
- We devise and run a Pastoral Support Plan if required

- **Consensual and non-consensual nude or semie nude images and/or videos including those generated using AI, e.g. deepfakes** (see appendix 15)
- Support in place will be as above, including both the completion of a MARF and contact with the police.

- Social services will be contacted in ALL cases and a MARF completed depending on the nature of the incident
- Police reports will be made depending on the nature of the incident and advice from Milton Keynes MASH
- some incidents of a sexual nature may not involve a victim or perpetrator but are individual acts that requires an equal amount of support given to that individual.

Note

Repeated actions will lead to further consequences up to and including exclusion. Support will also continue for both victim and perpetrator

RECORDING INCIDENTS OF A SEXUAL NATURE ON CPOMS AT DENBIGH SCHOOL

The reporting member of staff will record the incident as a Cause for Concern.

For any sexually related incident (as outlined in our safeguarding training) the DSL will decide the classification of the incident i.e.

- Sexual Violence
- Sexual harassment
- Harmful Sexual Behaviour
- Consensual and non-consensual nude or semi nude images and/or videos including those generated using AI, e.g. deepfakes (see appendix 15)

Once the incident is discussed and the classification is confirmed, the category will be edited on CPOMS by the DSL.

APPENDIX 8: RESPONDING TO INCIDENTS OF A SEXUAL NATURE – Watling Academy

Report Received

- Taken seriously by member of staff
- Reported to Assistant Head of House (AHoY) or HoY by member of staff
- Pastoral staff investigate incident
- Action Taken – it is NEVER simply left
- Incident reported on CPOMs

Sexual Violence	Sexual harassment	Harmful Sexual Behaviour

Supporting the victim

HoY must oversee even if another member of Pastoral Team (PT) is supporting the student

Listen to what they say
Put in place support strategies for the student
Contact parents
Reassure
Encourage future reporting
On-going checking in
PSP completed if required

Supporting the perpetrator

HoY must oversee even if another member of PT is supporting the student)

Investigate to understand why
Put in place strategies to change behaviour
Parents contacted
Set up Pastoral support meetings
Review regularly
PSP completed if required

- **Consensual and non-consensual nude or semi nude images and/or videos including those generated using AI, e.g. deepfakes** (see appendix 15)

Support in place will be as above but will also include the completion of a MARF, and police will be contacted.

Note

- Some incidents of a sexual nature may not involve a victim or perpetrator but are individual acts that require an equal amount of support given to that individual.
- Police reports will be made depending on the nature of the incident.
- Social services will be contacted, and a MARF completed depending on the nature of incident.

IMPORTANT

Parents and the student are communicated with in terms of action taken. Show that we have dealt with the incident.

Note

Repeated actions will lead to further consequences up to and including exclusion. Support will also continue.

RECORDING INCIDENTS OF A SEXUAL NATURE ON CPOMS AT WATLING ACADEMY

For any sexually related incident (as outlined in our safeguarding training) HoY should immediately speak with either DSL (Strategic or Operational). A decision will be made on the classification of the incident i.e.

- Sexual Violence
- Sexual harassment
- Harmful Sexual Behaviour
- Consensual and non-consensual nude or semi nude images and/or videos including those generated using AI, e.g. deepfakes (see appendix 15)

Once the incident is discussed and the classification is confirmed, the HoY will report it on CPOMs

The HoY will record it as Cause for Concern as usual but will also tick the Safeguarding box. HoY MUST then select the stand alone the box representing the agreed sexual categorisation.

APPENDIX 9: RESPONDING TO INCIDENTS OF A SEXUAL NATURE – Watling Primary School

The ethos and culture of our school, as reflected in The Watling Way values and our Behaviour Policy, incorporates measures that we hope will prevent incidents of a sexual nature occurring. However, all members of our school community recognise that incidents of sexual violence and sexual harassment can occur between two or more children of any age and sex and can be online or face-to-face (both physically and verbally). If a report of an accusation of an incident of a sexual nature is made, we will take the following actions.

REPORT RECEIVED

Member of staff who the child has confided in must inform the Class Teacher and one of the Designated Safeguarding Leads.

Two members of staff (at least one DSL) will investigate, maintaining a 'no blame' approach while the facts are being established.

SUPPORT FOR THE VICTIM

Listen to what they say in a safe environment.

Respond calmly and consistently.

Reassure them that they will be taken seriously.

Consider if a risk assessment needs to be carried out to protect the victim.

Decide on appropriate course of action e.g. involving other members of staff to provide pastoral support, seeking advice from an external agency.

Encourage future reporting, including ongoing check-ins.

SUPPORT FOR THE PERPETRATOR

Investigate to understand what has happened and why.

Respond calmly and consistently.

Decide on appropriate course of action e.g. issue an appropriate consequence, provide pastoral support, individual support plan, regulation of behaviour, involving external agencies.

Consider whether to refer the case to MASH or the Police, following the guidance in KCSIE.

Continue to monitor and follow up if necessary.

All confirmed incidents will be recorded on CPOMS and categorised appropriately e.g. sexual violence, sexual harassment, harmful sexual behaviour or youth produced sexual imagery.

Parents or carers of the victim and perpetrator will be contacted as soon as possible and kept informed of any actions taken or further developments.

Repeated incidences of a sexual nature will lead to further consequences for the perpetrator, up to and including permanent exclusion and/or Police involvement.

PLEASE REFER TO THE GUIDANCE IN KEEPING CHILDREN SAFE IN EDUCATION FOR FURTHER INFORMATION.

APPENDIX 10: RESPONDING TO INCIDENTS OF A SEXUAL NATURE – Willen Primary School

The ethos and culture of our school, as reflected in our 'Ready, Respectful, Safe' mantra and though our Behaviour Policy, incorporates measures that we hope will prevent incidents of a sexual nature occurring. However, all members of our school community recognise that incidents of sexual violence and sexual harassment can occur between two or more children of any age and gender and can be online or face-to-face (both physically and verbally). If a report of an accusation of an incident of a sexual nature is made, we will take the following actions.

REPORT RECEIVED

Member of staff who the child has confided in must inform one of the Designated Safeguarding Leads immediately.

The DSL will investigate, maintaining a 'no blame' approach while the facts are being established. The DSL will use the Brook Traffic Light System to establish if the behaviour is of a concern, taking into account the student's age and stage.

SUPPORT FOR THE VICTIM

Listen to what they say in a safe environment.

Respond calmly and consistently.

Reassure them that they will be taken seriously.

Consider if a risk assessment needs to be carried out to protect the victim.

Decide on appropriate course of action e.g. involving other members of staff to provide pastoral support, seeking advice from an external agency.

Encourage future reporting, including ongoing check-ins.

SUPPORT FOR THE PERPETRATOR

Investigate to understand what has happened and why.

Respond calmly and consistently.

Decide on appropriate course of action e.g. issue an appropriate consequence, provide pastoral support, individual support plan, regulation of behaviour, involving external agencies.

Consider whether to refer the case to MASH or the Police, following the guidance in KCSIE.

Continue to monitor and follow up if necessary.

All confirmed incidents will be recorded on BEHAVIOUR WATCH and categorised appropriately e.g. sexual violence, sexual harassment, harmful sexual behaviour or youth produced sexual imagery.

Parents or carers of the victim and perpetrator will be contacted as soon as possible and kept informed of any actions taken or further developments.

Repeated incidences of a sexual nature will lead to further consequences for the perpetrator, up to and including permanent exclusion and/or Police involvement.

PLEASE REFER TO THE GUIDANCE IN KEEPING CHILDREN SAFE IN EDUCATION FOR FURTHER INFORMATION

APPENDIX 11: RESPONDING TO INCIDENTS OF A SEXUAL NATURE – Brooksward/Drayton Park

The ethos and culture of our school, as reflected in our school values and our Behaviour Policy, incorporates measures that we hope will prevent incidents of a sexual nature occurring. However, all members of our school community recognise that incidents of sexual violence and sexual harassment can occur between two or more children of any age and sex and can be online or face-to-face (both physically and verbally). If a report of an accusation of an incident of a sexual nature is made, we will take the following actions.

REPORT RECEIVED

Member of staff who the child has confided in must inform the Class Teacher and one of the Designated Safeguarding Leads.

Two members of staff (at least one DSL) will investigate, maintaining a 'no blame' approach while the facts are being established.

SUPPORT FOR THE VICTIM

Listen to what they say in a safe environment.

Respond calmly and consistently.

Reassure them that they will be taken seriously.

Consider if a risk assessment needs to be carried out to protect the victim.

Decide on appropriate course of action e.g. involving other members of staff to provide pastoral support, seeking advice from an external agency.

Encourage future reporting, including ongoing check-ins.

SUPPORT FOR THE PERPETRATOR

Investigate to understand what has happened and why.

Respond calmly and consistently.

Decide on appropriate course of action e.g. issue an appropriate consequence, provide pastoral support, individual support plan, regulation of behaviour, involving external agencies.

Consider whether to refer the case to MASH or the Police, following the guidance in KCSIE.

Continue to monitor and follow up if necessary.

All confirmed incidents will be recorded on CPOMS and categorised appropriately e.g. sexual violence, sexual harassment, harmful sexual behaviour or youth produced sexual imagery.

Parents or carers of the victim and perpetrator will be contacted as soon as possible and kept informed of any actions taken or further developments. Support will be offered to all parents if needed.

Repeated incidences of a sexual nature will lead to further consequences for the perpetrator, up to and including permanent exclusion and/or Police involvement.

PLEASE REFER TO THE GUIDANCE IN KEEPING CHILDREN SAFE IN EDUCATION FOR FURTHER INFORMATION.

APPENDIX 12: RESPONDING TO SUSPECTED CHILD ABUSE - Brooksward/Drayton Park

The safety of the child is paramount and must override **ALL** other considerations.
If a child makes a disclosure to you, which requires immediate action, then report it to

MICHELLE COOK (Brooksward), **BEN ROBERTS** (Drayton Park),
LACEY HART (Nursery & Preschool)
OPERATIONAL SAFEGUARDING LEAD

In their absence, report it to other DSLs (as displayed on posters and flowcharts).

The flow chart and DSL poster for raising Safeguarding concerns about a child is displayed in each area with the telephone number of the MASH team.

If a child makes a disclosure that does not require immediate action, or if you have concerns about a child's welfare, report this on CPOMs straight away including:

- Factual information about the incident that occurred, including exact wording that children have said (including swear words and prejudicial terms).
- Complete the body map for any injuries that are being recorded.
- Full names of staff and children that are involved in the incident (ensure you 'link' all students involved).
- Ensure you alert the safeguarding team using the 'safeguarding team' button in the 'alert safeguarding team' section.
- Do NOT assign posts to any members of staff – the DSL team will do this.
- Do NOT tick the 'require action' box

DO's AND DON'Ts

Remember …….. **IF IN DOUBT …… REPORT**	
Do reassure the child	Don't make promises
Do listen	Don't ask leading questions or make suggestions
Do tell the child that you must pass on the information	Don't make judgements
	Don't look shocked
Do act quickly	
Do ask clarification questions (unless sexual abuse)	

Drayton Park/Brooksward Monitoring Attendance and Child Missing in Education

The school monitors attendance, absence and its reasons, and lateness. In the first instance, parents are requested to contact the school if their child is going to be absent.

If we have not heard from parents, initially the school office will contact parents by telephone to ask for an explanation for the absence. If we are unable to make contact in the first instance, a learning mentor will phone again later in the day. If this is unsuccessful, a member of the safeguarding team will complete a welfare home visit. If the child is seen during the visit, then the reason for absence will be recorded. If they are not present, we will check with neighbours to see if they are aware of the family's whereabouts. Following this, we will contact the family again and explain that if contact is not made by the start of the next school day, we will contact the police for a welfare check.

For families who are open to Children's Social Care, or families with significant safeguarding concerns, we will complete home visits after the first call if unsuccessful and contact social workers if the family are not present. For any children who have reached their 3rd day of absence, we will complete a welfare check to the family home to see if any support is needed.

APPENDIX 13: SUPPLEMENTAL GUIDANCE FOR BROOKSWARD NURSERY AND PRE-SCHOOL

This appendix is supplementary to the Trust's overarching Child Protection and Safeguarding Policy and is specifically applicable to Brooksward Nursery and Pre-school.

1. Legal framework

This policy relates to sections 3.4-3.18, 3.19, 3.21 & 3.22 of the Early Years Foundation Stage.
As a provider of childcare, we are bound by the following legal framework related to child protection:

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2025
- Counter-terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Domestic Abuse Act 2021

We also follow the advice and guidance set out in the following documents:

- Keeping Children Safe in Education 2026
- Working together to safeguard children 2026
- Information sharing advice for safeguarding practitioners 2018
- What to do if you're worried a child is being abused 2015
- Prevent Duty Guidance for England and Wales
- Inspecting Safeguarding in Early Years, Education and Skills Settings

2. Specific Vulnerabilities to Consider

Babies

Babies under the age of one are always vulnerable because they are totally reliant on the adult (care giver) to have their needs met. Babies are also unable to communicate in the same way as older children, making it essential for practitioners working with the babies to fully understand their needs and developmental stage, and pay regard to potential signs of abuse in their observations of the children.

Children with SEND

Children with Special Educational Needs and Disabilities (SEND) can face many additional safeguarding challenges. Parents/carers or other family members may not fully understand how to meet the individual needs of their child with additional or educational needs, which could result in abuse or neglect. In addition, there are further barriers to recognising abuse and neglect, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Brooksward will ensure all staff are aware of these barriers and will provide additional training to staff where necessary.

Looked After Children

The most common reason for children becoming looked after by the local authority is a result of abuse and/or neglect. Relevant staff should ensure that they obtain the necessary information they need in relation to a child's looked after

legal status and the child's contact arrangements with birth parents or those with parental responsibility. Staff should also ensure they have information about the child's care arrangements and the level of authority delegated to the carer by the authority looking after him/her. Acorn will ensure that staff gain the necessary knowledge and understanding to keep looked after and previously looked after children safe.

Challenging Family Circumstances (e.g., poverty, drug/alcohol abuse or mental health issues)

Where staff identify a child that is living within challenging family circumstances, they must pay regard to the possible vulnerabilities related to the situation and consider initiating the 3.2 Early Help process if necessary. Challenging circumstances might be ongoing or for a short period of time, and might include, but is not limited to:

- Poverty
- Substance abuse within the family
- Mental health issues
- Physical ability or additional needs
- Bereavement
- Overcrowding
- Parent/carer subject to abuse and/or neglect in previous years

Often the term 'Toxic Trio' are referred to when identifying challenging family circumstances. The term is used by professionals to refer to the co-occurrence of parental domestic abuse, parental substance misuse and parental mental illness in a child life.

3. Record keeping

The Nursery keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

All records should be completed or uploaded to the CPOMS, where a chronology will automatically be created for the child. The chronology can be added to as and when necessary to record any further updates in relation to the concern or case.

Any records of conversations/concern must be held securely on CPOMS, along with any other supporting documentation. When there is an open child protection case, the documentation must

include a full chronology of events, and any other relevant reports & documentation in relation to the case. Only the DSL/Deputy should have access to the nursery's safeguarding files.

Confidential records kept on a child are only shared with the child's parents/carers if appropriate and in line with guidance of the local authority, and where it will not put the child at further risk of harm. We will do all in our power to support and work with the child's family. Confidential records may be shared with other agencies, such as MASH (Multi Agency Safeguarding Hub) or equivalent and/or the police as and when deemed necessary. The DSL and the Central Safeguarding Team must make an informed decision depending on the case.

4. Collection of children

If the child is able stay at the nursery longer or until contact is made, this arrangement should be put in place. In the event where no contact is made with any of the contacts and the nursery is closing, the following things should happen: - One of the Designated Safeguarding Leads should be contacted to inform them of the situation and to support with any decision making. - If the child is currently on a Child in Need or Child Protection plan, then the social worker must be contacted. If contact cannot be made with the named social worker, then the out of hours social care team and the must be called and, if required, the police - A decision must be made to ensure the child is safe and secure until a more appropriate placement is found for the child. If an appropriate placement is not found, then the Nursery Manager and

Designated Safeguarding Lead must look to ensure the child is looked after and safe until an appropriate placement is found, this may be:

- We may choose to keep the child on site, with two familiar members of staff, ideally the key person or buddy and a member of management. The child should be supported and cared for according to our policies and be made to feel as comfortable and at ease as possible.
- A key member of the team, who has a good relationship with the child, may choose to take the child home, to ensure they are well cared for. A risk assessment will be put in place and safeguarding checks will be made to ensure the child's safety is maintained, for example having a car seat, and a suitable place for the child to sleep. This decision should be made carefully, taking into account the needs of the child.

If the child is cared for by the nursery staff, Ofsted should be called at the earliest convenience to make them aware of the situation. This should be complete with the Early Years Team.

APPENDIX 14: AI and Deepfake Safeguarding Guidance

Artificial Intelligence (AI) tools can create or manipulate text, images, audio and video. AI-generated or AI-manipulated content (commonly known as "deepfakes") may be used to:

- Bully, harass or humiliate children or adults.
- Create false or intimate images without consent.
- Impersonate pupils, staff, parents or other trusted individuals.
- Facilitate grooming, coercion, blackmail or exploitation.

The Trust recognises that AI-generated content can cause significant harm regardless of whether the content depicts real events.

Child-on-child abuse may include:

- Creating, possessing, sharing or threatening to share AI-generated or manipulated images, audio or video.
- The creation or distribution of deepfake intimate imagery.
- Impersonation of another pupil through AI-generated content.
- The use of AI tools to facilitate bullying, harassment or sexual harassment.

Where AI-generated or manipulated content is identified:

- The content should be treated as a safeguarding concern.
- The incident should be recorded on CPOMS.
- The DSL should assess the risk to the child(ren) involved.
- Consider whether the behaviour constitutes child-on-child abuse, sexual harassment, image-based abuse, bullying, criminal behaviour or exploitation.
- Preserve evidence where possible **without further sharing the content.**
- Seek advice from Children's Social Care, Police, CEOP or the LADO where appropriate.
- Provide support to affected children and staff.

Pupils will receive age-appropriate education regarding:

- The safe and responsible use of AI tools.
- Recognising AI-generated misinformation.
- Risks associated with deepfake images, audio and video.
- Consent, privacy and digital citizenship.
- The legal and safeguarding consequences of creating or sharing harmful AI-generated content.

Annual safeguarding updates will include emerging online risks, including generative AI, deepfakes, AI-enabled grooming, AI-enabled bullying and AI-generated intimate image abuse. **Staff who are made aware of or receive any content that could fall into this category should not share or forward the images but instead seek immediate advice from the DSL.**

The Trust Board and Local Governing Bodies will receive assurance that:

- AI-related safeguarding risks are reflected in policy.
- Staff receive appropriate training.
- Online safety education includes AI awareness.
- Significant AI-related safeguarding incidents are monitored and reviewed for lessons learned.