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Trust or School Policy:	School

Victoria Primary School

Safeguarding – School-Specific and Child Protection Arrangements 2026-27

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KCSIE 2026 implementation statement

This Academy-specific safeguarding and child protection arrangements document has been updated to reflect Keeping Children Safe in Education 2026, which applies from 1 September 2026. It should be read alongside the Northern Star Academies Trust Safeguarding and Child Protection Policy 2026–27 and sets out the Academy-level procedures, contacts, referral routes and operational safeguarding arrangements that support implementation of the Trust-wide safeguarding framework.

1. Statement of Intent

1.1 This document sets out the Academy-specific safeguarding and child protection arrangements for Victoria Primary School. It should be read alongside the Northern Star Academies Trust Safeguarding and Child Protection Policy 2026–27 and explains how Trust-wide safeguarding expectations are implemented locally, including local contacts, referral routes, DSL cover, CPOMS recording, early help and Family Help arrangements, attendance-related safeguarding, alternative provision oversight, online safety and Academy-level procedures.

1.2 The Academy is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility. All adults in the Academy will act in the best interests of the child, listen to children, respond promptly to concerns, work with parents and carers where it is safe and appropriate to do so, and work effectively with safeguarding partners and other agencies.

1.3 Adults in the Academy take all welfare concerns seriously and encourage children and young people to speak to a trusted adult about anything that worries them. Staff will maintain professional curiosity and will not wait for concerns to become more serious before sharing information with the DSL or deputy DSL.

1.4 The Academy will promote an inclusive, anti-discriminatory safeguarding culture in which racism, faith-targeted abuse, prejudice-based abuse and other discriminatory harm are recognised, challenged, recorded and responded to.

1.5 For the purpose of this document, the following terminology applies:

- Safeguarding and promoting the welfare of children means protecting children from maltreatment; providing help and support to meet children's needs as soon as problems emerge; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.
- Staff refers to all adults working for, or on behalf of, the Academy, whether full-time, part-time, temporary, permanent, paid, unpaid, employed, contracted, supply, agency, trainee, volunteer or in another capacity.
- DSL refers to the Designated Safeguarding Lead. Deputy DSL refers to a Deputy Designated Safeguarding Lead.
- Child means everyone under the age of 18.
- Parent refers to birth parents and other adults in a parenting role, including carers, stepparents, foster carers, adoptive parents and others with parental responsibility or day-to-day care.

1.6 Children affected by harm and children whose behaviour has caused concern

- The Academy recognises that language should be respectful, child-centred and trauma-informed. Whilst statutory guidance, partner agencies and legal processes may use terms such as victim, alleged perpetrator and perpetrator, the Academy will generally use the terms “the child who has experienced harm (victim)” and “the child whose behaviour has caused concern (alleged perpetrator/perpetrator)”. Staff should take care with language, particularly in front of children, and recognise that children whose behaviour has caused concern may also have experienced abuse, trauma, neglect or exploitation.

2. Legal Framework and Guidance

2.1 This policy forms part of the Academy’s safeguarding portfolio and should be read alongside the documents, statutory guidance, Trust policies and local procedures listed below.

2.2 The Academy will have regard to current statutory safeguarding guidance and will update local arrangements when national guidance, Trust policy or local safeguarding partnership procedures change.

2.3 Academies must follow the operational safeguarding procedures, templates and guidance held on the NSAT Safeguarding Manual SharePoint where these apply to the safeguarding issue, process or decision being managed.

2.4 Where the Academy has nursery, pre-school or Reception provision, this policy should also be read alongside the current EYFS safeguarding and welfare requirements and any updated statutory expectations in force.

- **Trust policies and procedures**
 - Northern Star Academies Trust Safeguarding and Child Protection Policy 2026–27
 - Northern Star Academies Trust Managing Allegations Policy
 - Northern Star Academies Trust Code of Conduct, Behaviour Policy, Attendance Policy, Online Safety and AI-related policies, CPOMS guidance, Alternative Provision documentation and other relevant Trust procedures.
- **Statutory guidance and legal framework**
 - Keeping Children Safe in Education 2026
 - Working Together to Safeguard Children
 - Children Missing Education statutory guidance and Working together to improve school attendance
 - Arranging Alternative Provision statutory guidance, DfE alternative provision guidance and any current national standards or quality assurance expectations for alternative provision.
 - The Children Act 1989 and 2004; The Children and Social Work Act 2017; The Education Act 2002; Human Rights Act 1998; Equality Act 2010; Public Sector Equality Duty; UK GDPR; Data Protection Act 2018; and Data Use and Access Act 2025.
- **DfE advice, standards and related guidance**
 - Searching, Screening and Confiscation advice for schools
 - Use of reasonable force / restrictive intervention guidance in force
 - Meeting digital and technology standards in schools and colleges, including filtering and monitoring standards and cyber security standards
 - DfE guidance on generative artificial intelligence in education and related product safety expectations
 - DfE mental health, behaviour, attendance, online safety, mobile phones, remote education and safeguarding-related advice as applicable.
- **Local safeguarding arrangements**
 - Relevant local safeguarding partnership threshold guidance, Family Help / early help pathway, children’s social care referral route, emergency duty arrangements, escalation and professional challenge procedures.

- Local arrangements for managing allegations, LADO referrals, Operation Encompass notifications, Children Missing Education processes and local authority safeguarding contacts.
- Each Academy must identify and follow the relevant local safeguarding partnership threshold document, Family Help / early help pathway, children's social care referral route, emergency duty contact, LADO route, Children Missing Education procedure, Prevent referral route and escalation or professional challenge procedure for its local authority area.

3. Key Staff and Contacts:

3.1 Each Academy must complete and keep this section up to date. Staff, supply staff, volunteers, contractors and relevant visitors must be able to identify who the DSL and deputy DSLs are, how to contact them, and who to contact if the DSL is unavailable.

3.2 Where this document requires a matter to be reported, referred or escalated to the DSL, deputy DSL, Headteacher, senior leader, Trust safeguarding contact, Safeguarding Trustee or an external agency, readers should refer to this section for the relevant named person, role and contact details.

Academy Safeguarding Team

Role	Name / contact details
Executive Headteacher	Mrs J Dark
Head of School	Miss J Renton
Designated Safeguarding Lead	Miss J Renton
Nominated Deputy Designated Safeguarding Lead	Mr W Smith
Additional Academy DSLs	Mrs J Dark Mrs K Jones Mrs S Mahmood
Prevent Duty Lead	Miss J Renton
Senior Lead for Mental Health	Mrs K Jones
E-Safety Officer	Miss J Renton
Person(s) responsible for filtering and monitoring	Miss J Renton
Designated Teacher for Looked After and Previously Looked After Children	Miss J Renton
Attendance Officer / Attendance Lead	Miss J Renton
Alternative Provision Coordinator	Mrs K Jones
Community Hub Partner	Mrs B Potter
Lead for Physical Intervention	Miss J Renton
Allergy Awareness Lead	Miss J Renton

3.3 All Academy safeguarding team members listed above can be contacted through the Academy main office: 01535 210110, admin@victoria.nsat.org.uk.

3.4 The Academy will maintain daily DSL cover so that staff, supply staff, volunteers, contractors and relevant visitors know who the safeguarding contact is at all times during the school day and during any Academy-led extended, off-site or alternative provision activity.

Trust safeguarding contacts

Agency Contact	Contact Details
NSAT Safeguarding Lead / CEO - Jenn Plews	01756 707600
Safeguarding Trustee - Louise Terzza	01756 707600
NSAT Trust DSL / Director of Safeguarding - Gary Crompton	01756 707600 / 07815 541977

Local authority and emergency safeguarding contacts

Agency Contact	Contact Details
Children's Social Care / Front Door	Bradford Local Authority 01274 437500
Emergency Duty Team / out-of-hours safeguarding contact	01274 431010
Local Authority Designated Officer (LADO)	NYC 01609 798005 Bradford City Council 01274 435600
Prevent referral route	Danielle.King@bradford.gov.uk 07788264621
Children Missing Education contact	CME@bradford.gov.uk 01274 438877
Family Help / Early Help contact	beverley.yates@bradfordcft.org.uk 07582 101142
Local escalation / professional challenge route	BSCB@bradford.gov.uk 01274 434361

Specialist support and helplines

Agency Contact	Contact Details
Childline	0800 1111
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0808 800 5000
Safelives: Young people and domestic abuse	https://safelives.org.uk/
Operation Encompass	https://www.operationencompass.org/

Local completion requirement: Before publication, each Academy must complete all highlighted fields in this section, confirm that local authority contacts and referral routes are correct, and ensure staff know how to use these contacts in urgent and non-urgent safeguarding situations.

4. Duties and Responsibilities

4.1 The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection within the Academy, including online safety and understanding the filtering and monitoring systems and processes in place. The DSL is a senior member of staff with appropriate status, authority, time, training, resources and support to carry out the role effectively:

- acts as the first point of contact for safeguarding advice, support and expertise for staff, pupils, parents/carers and external agencies
- understands and follows local safeguarding partnership procedures, threshold guidance, Family Help / early help pathways, children's social care referral routes, LADO arrangements, Prevent referral routes and escalation procedures
- manages referrals to children's social care, Family Help / early help, Channel, the police, LADO and other agencies as required, and supports staff who make referrals directly
- keeps detailed safeguarding records on CPOMS in line with the NSAT Safeguarding Manual, the NSAT Safeguarding & CPOMS Manual and the CPOMS minimum standards set out in section 54
- ensures safeguarding information is shared appropriately, including during in-year transfer, transition, alternative provision, managed moves, CME processes and other placement changes, in line with section 53
- oversees safeguarding responses linked to children absent from school, repeated or unexplained absence, reduced timetables, internal absence, Children Missing Education, Operation Encompass notifications, alternative provision and satellite provision
- takes lead responsibility for online safety within safeguarding, including responding to online harms, AI-related safeguarding concerns, filtering and monitoring alerts, image-based abuse, sextortion, deepfakes and technology-facilitated exploitation
- works with IT support, the senior leader responsible for filtering and monitoring and the Trust safeguarding team to review filtering and monitoring arrangements, ensure alerts are acted upon and report assurance information to senior leaders and governors as appropriate
- supports staff to understand safeguarding systems, policies, referral routes, recording standards, information sharing, professional curiosity and the importance of listening to children
- works with the Headteacher, senior mental health lead, SENCO, attendance lead, designated teacher, AP coordinator and relevant pastoral staff so that children's safeguarding, welfare, SEND, mental health, attendance and educational needs are considered holistically
- ensures that the Trust Safeguarding and Child Protection Policy and these school-specific safeguarding arrangements are reviewed at least annually, updated when required, and made publicly available on the Academy website or by other means
- liaises with the Director of Safeguarding / Trust DSL, Headteacher, Community Hub Partner and Trust safeguarding team as required, including for complex cases, escalation, quality assurance, policy implementation and safeguarding assurance
- ensures that children's wishes and feelings are considered in safeguarding decisions wherever appropriate, while balancing the Academy's duty to protect the child and others from harm

4.2 The Nominated Deputy Designated Safeguarding Lead:

- is trained to the same standard as the DSL and, in the absence of the DSL, carries out the safeguarding functions necessary to ensure the ongoing safety and protection of pupils
- understands that activities may be delegated to appropriately trained deputies, but the DSL retains ultimate lead responsibility for safeguarding and child protection

4.3 Additional Deputy Designated Safeguarding Leads:

- Additional deputy DSLs are trained to the same standard as the DSL and form part of the Academy safeguarding team. They support timely safeguarding response, decision-making, information sharing, CPOMS recording, DSL cover and escalation. Deputies may carry out delegated safeguarding activities, but the DSL retains overall lead responsibility.

4.4 Arrangements for DSL Cover:

- The Academy will ensure that a trained Designated Safeguarding Lead or deputy Designated Safeguarding Lead is available during school hours for staff to discuss safeguarding concerns. Wherever possible this will be in person, but in exceptional circumstances cover may be provided by telephone or secure online communication. This reflects the expectation that the DSL or a deputy is available during term time and school hours, with appropriate arrangements in place when the DSL is absent.
- The Academy will maintain a daily DSL cover arrangement which identifies the lead safeguarding contact for the day, the nominated deputy DSL and any additional deputy DSLs available. This arrangement should include cover for breaktimes, lunchtimes, off-site activities, educational visits, alternative provision, extended school provision, before- and after-school provision, and any periods of planned or unplanned staff absence.
- Where the DSL is absent, the nominated deputy DSL will assume operational responsibility for safeguarding decisions. Where both the DSL and nominated deputy DSL are unavailable, the Headteacher will ensure that another appropriately trained deputy DSL or Trust safeguarding contact is identified before the start of the school day. If no trained DSL or deputy DSL is available on site, the Headteacher must ensure immediate safeguarding cover is arranged through another trained DSL, the Trust safeguarding team, or another agreed senior safeguarding contact.
- Staff will be made aware of the DSL cover arrangements through agreed Academy communication systems, such as staff briefing, safeguarding notice, CPOMS information, daily bulletin or other local system. Supply staff, visitors working with children and staff supervising off-site or extended provision will be told who the safeguarding contact is as part of their induction, sign-in or activity briefing.
- DSL cover arrangements should be reviewed at least termly and whenever there are staffing changes, planned absences, school visits, residential visits, alternative provision arrangements, extended school provision, emergency closure or partial closure arrangements. Any temporary DSL cover decisions should be recorded locally so there is a clear audit trail of safeguarding leadership and escalation arrangements.

5. Children and Young People Who May be Particularly Vulnerable

5.1 Any child may benefit from Early Help, but some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse can occur and contextual safeguarding issues.

- 5.2 To ensure that all pupils receive the right support and protection, the Academy will give particular consideration to children who may be vulnerable because of their needs, circumstances, experiences, identity, placement, attendance pattern or exposure to harm. This includes, but is not limited to, children who:
 - **have social care, family support or care-related circumstances**, including children subject to Child in Need or Child Protection Plans, children with a social worker, looked after children, previously looked after children, children in kinship care, children returning home after a period in care, privately fostered children, children affected by parental offending or imprisonment, and children experiencing significant family disruption
 - **have SEND, disability, communication, health or mental health needs**, including children with an Education, Health and Care Plan, children receiving SEN support, children with certain medical or physical health conditions, children with mental health needs, young carers, children who may struggle to communicate concerns, and children who may be dependent on adults for care, intimate care or support
 - **may be vulnerable to bullying, prejudice or discrimination**, including children who are lesbian, gay or bisexual, children who are questioning their gender, children who are perceived by others to be lesbian, gay, bisexual or gender-questioning, children vulnerable to race-, faith-, disability-, sex-, sexuality- or gender-related bullying, and children who face language or communication barriers
 - Staff should recognise that racism, antisemitism, Islamophobia, disability discrimination, sexism, misogyny, misandry and other forms of prejudice-based abuse may have a significant safeguarding impact on children and young people. Such concerns should be considered within safeguarding assessment, risk assessment, recording, support planning and safeguarding responses where they affect a child's safety, welfare, wellbeing or access to education.
 - **are at risk of exploitation, violence or extra-familial harm**, including children showing signs of being drawn into anti-social or criminal behaviour, gang association, organised criminal networks, county lines, serious violence, weapons-related harm, modern slavery, trafficking, criminal exploitation, sexual exploitation, radicalisation or extremism
 - **are affected by family or household risk factors**, including domestic abuse, Operation Encompass notifications, parental substance misuse, adult mental health issues, homelessness, temporary accommodation, chaotic or unsupported home circumstances, transient lifestyles, asylum-seeking circumstances, or housing instability
 - **are affected by attendance, placement or education access risks**, including children who are persistently absent, repeatedly absent, missing from lessons or education during the school day, subject to an in-year transfer, accessing alternative provision, attending resourced provision, attending satellite or off-site provision, repeatedly removed from class, internally absent from learning, on a reduced or part-time timetable, at risk of suspension or permanent exclusion, or not fully accessing education for any reason
 - **may face specific safeguarding risks**, including children at risk of female genital mutilation, forced marriage, honour-, faith- or belief-based abuse, involvement in the court system, substance misuse, cybercrime, online harms, harmful sexual behaviour, self-harm, suicide risk or other emerging safeguarding concerns

5.3 This list is not exhaustive. Staff must remain professionally curious and should consider the whole picture of the child's life, including patterns over time and cumulative vulnerability. Additional support may include accessible information, communication support, trusted adults, safe spaces to talk, pastoral support, multi-agency Family Help, referral to children's social care, or other targeted support. Particular care should be taken to ensure

that children who may experience discrimination, bullying or barriers to disclosure are able to speak safely and be heard.

6. Children with Special Educational Needs or Disabilities

6.1 The Academy recognises that children with special educational needs, disabilities, communication needs, medical conditions or physical health needs may face additional safeguarding challenges, both online and offline. These needs do not cause abuse, neglect or exploitation, but they may create additional barriers to recognising, reporting or responding to harm.

6.2 Staff must not assume that indicators of possible abuse, neglect or exploitation, such as behaviour, mood, injury, absence, withdrawal, distress, changes in communication or personal care concerns, are simply related to a child's SEND, disability or health condition. Concerns must always be explored with professional curiosity and shared with the DSL or deputy DSL.

6.3 Children with SEND, disability or health needs may be more prone to peer isolation, bullying, prejudice-based harm or exploitation, and may not always show outward signs of distress.

6.4 Communication barriers may make it harder for some children to explain what has happened, understand that a situation is abusive, ask for help, or be believed by adults.

6.5 Some children may be dependent on adults for personal care, intimate care, transport, communication, medical support or emotional regulation, which can increase vulnerability and make safe reporting routes especially important.

6.6 Children with SEND or communication needs may face additional online risks, including difficulty distinguishing fact from fiction, recognising manipulation, grooming, coercion, scams, harmful contact, AI-generated content or image-based abuse.

6.7 Reasonable adjustments, communication aids, trusted adults, visual supports, advocacy or specialist input may be needed so that children can express worries, understand safeguarding messages and access help safely.

6.8 Any safeguarding concern involving a child with SEND, disability, communication needs or medical needs must involve close liaison between the DSL and SENCO, and where relevant the senior mental health lead, medical lead, pastoral staff, parents or carers, health professionals or other agencies, unless doing so would place the child at increased risk.

7. Concerns or Allegations About Adults Working In or On Behalf of the Academy

7.1 This section should be read alongside the Northern Star Academies Trust Safeguarding and Child Protection Policy 2026–27, the Northern Star Academies Trust Managing Allegations Policy, the NSAT Code of Conduct and the CPOMS StaffSafe / NSAT concern reporting process. Those Trust documents set out the full procedures for low-level concerns and allegations that may meet the harm threshold. This school-specific section explains the local reporting route within the Academy.

7.2 Concerns may relate to any adult working in or on behalf of the Academy, including staff, supply staff, trainee teachers, volunteers, contractors, governors, Trust staff, adults using Academy premises, or any other adult who has direct or indirect contact with children. All concerns must be shared promptly, even where the concern appears low-level, uncertain or based on a 'nagging doubt'.

7.3 Staff should understand the Position of Trust offences contained within the Sexual Offences Act 2003.

7.4 If a child is at immediate risk of harm, staff must take immediate safeguarding action and must not wait for the allegations process. This may include contacting the DSL, Headteacher, children's social care, the police or emergency services as appropriate.

7.5 The local reporting route is set out below. Low-level concerns should be recorded using CPOMS StaffSafe / the NSAT concern reporting process. Concerns that may meet the harm threshold, or where there is uncertainty, must be discussed with the Headteacher and escalated in line with the NSAT Managing Allegations Policy and local LADO procedures.

Contact details: See Section 3: Key Staff and Contacts.

Name	Local reporting route	Contact Number
Mrs J Dark / Miss J Renton	Executive Headteacher / Head of School — concerns about staff, supply staff, volunteers, contractors or other adults working in or on behalf of the Academy	01535 210110
Jenn Plews	CEO / Trust Leader — concerns about the Headteacher or where local escalation is required	01756 707600
Gary Crompton	Director of Safeguarding / Trust DSL — advice, support, escalation and liaison with Trust procedures	01756 707600

8. Staff Training

8.1 All staff will receive safeguarding and child protection training at induction and at least annually thereafter. As part of this process, all staff will be required to read and understand Part One, Part Five and Annex B of Keeping Children Safe in Education 2026, together with the Northern Star Academies Trust Safeguarding and Child Protection Policy 2026–27, this Academy-specific safeguarding arrangements document, the NSAT Code of Conduct and safeguarding procedures relevant to their role. Training and updates will be proportionate to each person's role, level of contact with children and safeguarding responsibilities.

8.2 All-staff safeguarding training and updates will include:

- recognising signs and indicators of abuse, neglect and exploitation, including online harm and children who may not feel ready or able to disclose
- local procedures for reporting safeguarding concerns, including how to contact the DSL or deputy DSL and what to do if a child is at immediate risk
- professional curiosity, listening to children, never promising confidentiality and passing concerns on promptly
- the NSAT Code of Conduct, safer working practice, low-level concerns and the local route for reporting concerns or allegations about adults
- child-on-child abuse, bullying, sexual violence, sexual harassment, harmful sexual behaviour, misogyny and online abuse, at a level appropriate to their role

- Prevent awareness, online safety awareness, domestic abuse including Operation Encompass, and emerging risks such as AI-generated harm, deepfakes, fraud and exploitation.

8.3 Role-specific safeguarding training will be provided where responsibilities require more detailed knowledge or action. This may include:

- DSLs, deputy DSLs, senior leaders and staff with safeguarding responsibilities receiving training on safeguarding analysis, decision-making, escalation, supervision, information sharing and effective use of CPOMS in line with the NSAT Safeguarding Manual and NSAT Safeguarding & CPOMS Manual
- DSLs, deputy DSLs, pastoral staff and staff with family support responsibilities receiving training on Early Help, Family Help thresholds, referral pathways and multi-agency working
- staff with attendance, pastoral, safeguarding or leadership responsibilities receiving training on attendance as a safeguarding issue, including repeated absence, persistent absence, internal absence, reduced timetables, children absent from school and Children Missing Education
- DSLs, deputy DSLs and relevant administrative or pastoral staff receiving training on safeguarding information sharing, in-year transfer expectations, written safeguarding summaries and secure transfer of safeguarding records
- DSLs, senior leaders, attendance leads, AP coordinators and relevant pastoral staff receiving training on alternative provision oversight, attendance monitoring and safeguarding responsibilities for pupils educated off-site, in alternative provision, satellite provision or resourced provision
- the DSL, senior leader responsible for filtering and monitoring, IT support staff and others with designated responsibility receiving training on filtering and monitoring systems, alerts, escalation routes, checks, reviews and safeguarding responsibilities
- staff with relevant responsibilities receiving additional training on serious violence, weapons incidents, Operation Encompass, AI-related safeguarding risks, image-based abuse, sextortion, harmful sexual behaviour, local safeguarding priorities and other emerging risks.

8.4 In addition to formal safeguarding training, all staff will receive safeguarding and child protection updates throughout the year. These may relate to changes in legislation, statutory guidance, Trust policies, local safeguarding partnership procedures, learning from safeguarding reviews, local safeguarding issues, emerging risks or Academy-specific safeguarding concerns.

8.5 The level of additional training staff receive will be based on their role, responsibilities, contact with children and involvement in safeguarding systems or processes.

8.6 Staff should share any concerns they have about a child with the Designated Safeguarding Lead or deputy DSL. Staff should remember that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and they may not recognise their experiences as harmful.

9. Safer Recruitment

9.1 Our Academy complies with the requirements of Keeping Children Safe in Education 2026, the Trust safer recruitment procedures and local safeguarding partnership expectations by carrying out the required recruitment, identity, qualification, right to work, prohibition, barred list, DBS, overseas and other suitability checks before appointment, as applicable to the role.

9.2 At least one member of each recruitment panel will have completed safer recruitment training within the last 2 years.

9.3 All relevant staff are made aware of relevant legislation and their obligations to disclose relevant information.

9.4 The Trust and Academy obtain written confirmation from supply agencies, employment businesses, third-party organisations and relevant training providers that all required checks have been completed before an individual works in the Academy or provides education on the Academy's behalf, including online delivery where applicable.

9.5 Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.

9.6 The Academy maintains a single central record of recruitment checks undertaken – these are stored on Every.

9.7 Where an individual moves into a role that is regulated activity, where there has been a relevant break in service, or where there are concerns about suitability, the Academy will seek advice from NSAT HR and undertake any required additional checks before the individual undertakes the activity.

10. Visitors

10.1 All visitors will be required to verify their identity to the satisfaction of staff and sign in using the Academy Inventory system. Visitors are responsible for keeping their belongings, including mobile phones and other personal devices, safe during their visit. Mobile phones and personal devices must not be used when children are present or visible, unless this has been expressly agreed by the Academy for a specific professional purpose. Visitors must not take photographs, videos or audio recordings of children, staff or Academy activity unless this has been explicitly authorised in advance by the Academy. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter. Visitors should be ready to produce photographic identification on request. Where identification is viewed, this will be recorded on the Single Central Record as having been seen. All visitors are expected to wear a lanyard to identify whether they can undertake regulated activity (green lanyard) or must be supervised at all times (red lanyard). Red lanyard visitors will be accompanied at all times. We will not invite into the Academy any speaker who is known to disseminate extremist views, and we will carry out appropriate checks to ensure that any individual or organisation using Academy facilities is not seeking to disseminate extremist views or radicalise pupils or staff. Visitors attending for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and, where appropriate, evidence of relevant safeguarding checks or employer assurance. Letters of assurance may be in place for some organisations; however, identity checks are still required.

11. Volunteers

11.1 All volunteers must complete the Trust/Academy volunteer application process, with oversight from NSAT HR, before starting any activity. The Academy will risk assess each volunteer role and determine whether the activity is regulated activity, taking account of frequency, overnight activity and the nature of the activity, including teaching, training, instructing, caring for or supervising children. Where the volunteer is in regulated activity, the Academy will obtain the required enhanced DBS check with children's barred list information. Volunteers who are not in regulated activity will be subject to a written risk assessment to determine what checks, induction and supervision are required. Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Volunteers must receive safeguarding induction appropriate to their role and must understand how to report concerns.

11.2 Where the Academy is also subject to the EYFS framework, volunteers must not begin working within settings covered by the EYFS framework until the Academy has received the volunteer's enhanced DBS certificate, including children's barred list information where required.

12. Contractors

12.1 The Academy checks the identity of all contractors on arrival and ensures that safeguarding requirements are included in contracts or service arrangements. Contractors who are engaging in regulated activity must have the appropriate enhanced DBS check with children's barred list information. Contractors who are not in regulated activity but have an opportunity for regular contact with children will be subject to the appropriate level of check in line with statutory guidance. Contractors on whom no checks have been obtained must not work unsupervised or engage in regulated activity. The Academy will determine and record the level of supervision required, taking account of the nature of the work, location, timing, contact with children and any safeguarding risks.

13. Site Security

13.1 Site security is part of the Academy's safeguarding arrangements and helps protect pupils from unauthorised access, unsafe adults, attempted unauthorised collection, child abduction risks, community safety incidents and other safeguarding concerns. This section should be read alongside the Academy's procedures for visitors, volunteers, contractors and extended or off-site activities.

13.2 The Academy will maintain controlled access arrangements appropriate to the site. Visitors, including contractors, must sign in, verify their identity where required, wear the appropriate identification or lanyard, and follow safeguarding and health and safety expectations while on site. Parents and carers who are simply delivering or collecting children do not need to sign in, unless they are entering beyond normal drop-off or collection areas.

13.3 Staff should challenge, where safe to do so, any adult on site without visible identification or whose behaviour raises concern. Any concern about unauthorised access, attempted collection, unknown adults near the site, unsafe behaviour, custody dispute, court order, domestic abuse risk, community threat or other safeguarding issue must be reported to the office, senior leader, DSL or deputy DSL without delay.

13.4 Where a site security concern has a safeguarding dimension, the DSL or deputy DSL will consider whether further action is required, including parent/carers contact where safe, police or local authority advice, changes to collection arrangements, safety planning, or recording on CPOMS. The Headteacher or appointed senior leader will use professional judgement to determine whether any visitor should be refused entry, escorted, supervised or asked to leave the site.

14. Extended School and Off-site Arrangements

14.1 Extended school and off-site activities must be planned with safeguarding as well as health and safety in mind. This includes before- and after-school provision, clubs, educational visits, residential visits, transport arrangements, work-related learning and activities delivered away from the Academy site. Where the activity is organised or supervised by the Academy, the Academy's safeguarding and child protection procedures apply.

14.2 Where another organisation provides activities on the Academy site, or on behalf of the Academy, the Academy will seek proportionate assurance that appropriate safeguarding arrangements are in place. This may include safeguarding procedures, safer recruitment checks, supervision arrangements, emergency contacts, allegations and low-level concern procedures, and how concerns will be reported back to the Academy.

14.3 Any safeguarding concern arising during extended school provision, off-site activity, visit, residential, transport arrangement or third-party provision must be reported to the DSL or deputy DSL without delay and recorded on CPOMS. Where there is immediate risk, staff must take urgent action in line with safeguarding and emergency procedures.

15. Teaching our Pupils about Safeguarding

15.1 The Academy teaches pupils how to keep themselves and others safe through a planned, age-appropriate safeguarding curriculum, including PSHE/RSHE, online safety education, assemblies, tutor time, pastoral work and wider curriculum opportunities. Teaching will be adapted to pupils' age, stage, SEND, communication needs and local safeguarding risks.

15.2 Safeguarding education will include, as appropriate, healthy and respectful relationships, consent and boundaries, bullying and child-on-child abuse, sexual harassment and harmful sexual behaviour, online safety, exploitation, serious violence, harmful content, misinformation, scams, AI-generated content, deepfakes, self-generated intimate images and knowing how to seek help.

15.3 Pupils are regularly reminded who they can speak to in the Academy if they are worried about themselves or someone else. The Academy may work with external agencies, including the police, NSPCC and other specialist organisations, where this supports age-appropriate safeguarding education. Victoria Primary School follows Jigsaw as part of their PSHE curriculum. This identifies and supports age appropriate areas of safeguarding providing children with the understanding and awareness of what safeguarding is. Children are taught to keep themselves safe online and in the real world through their computing curriculum enhanced by using additional PoEd resources.

16. Safeguarding Children who are absent from School

16.1 The Academy recognises that absence can be a safeguarding indicator and will respond to absence through both attendance and safeguarding procedures. Section 16 covers the Academy's day-to-day safeguarding response to absence, including unexplained absence, repeated absence, persistent absence, internal absence from lessons, part-time or reduced timetables, and sudden changes in attendance or engagement. All associated procedures for children absent from school, reduced timetables, internal absence, attendance-related safeguarding and welfare checks are held on the NSAT Safeguarding Manual SharePoint.

16.2 All unexplained or unexpected absence will be followed up promptly on the same day in line with Academy attendance procedures. Where absence is unexplained, repeated, unusual, or linked to known vulnerabilities, the matter must also be considered through a safeguarding lens. The DSL or deputy DSL will be informed without delay where there are concerns about the child's safety, where contact cannot be established, or where there is known social care involvement, domestic abuse, mental health risk, exploitation risk, alternative provision, reduced timetable, previous missing episodes or any other safeguarding concern.

16.3 The Academy will consider whether a welfare call, home visit, contact with parents or carers, contact with other emergency contacts, multi-agency information sharing, or referral to children's social care, the police or the local authority is required. All actions, decisions and rationale relating to absence and safeguarding will be recorded on CPOMS. Attendance information will be reviewed alongside behaviour, pastoral, SEND, safeguarding and contextual information so that patterns of risk are not considered in isolation.

16.4 Academies will consider risk assessing pupils who are not attending school in line with the NSAT safeguarding manual protocol.

16.5 The Academy will be alert to pupils who are repeatedly removed from class, internally excluded from learning, educated on a reduced or part-time timetable, or otherwise present on roll but not meaningfully accessing education. Where such patterns emerge, the Academy will consider whether unmet safeguarding need, SEND, mental health concerns, family difficulty, bullying, exploitation or other harm may be contributing factors and will respond through safeguarding, pastoral, attendance and multi-agency processes as appropriate.

16.6 For children accessing alternative provision, resourced provision, satellite provision, off-site provision or a reduced timetable, the Academy will maintain clear oversight of attendance, punctuality, session times, location, transport arrangements and safeguarding concerns. Any unexplained absence, non-attendance, unexpected change to provision, failure to attend a session, or concern reported by the provider must be followed up promptly and considered through the DSL safeguarding response.

17. Recognising Abuse

17.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

17.2 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

17.3 KCSIE 2026 identifies four main categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. These are set out at Appendix A, along with indicators of abuse. Safeguarding concerns may also present through wider harms, including exploitation, online harm, domestic abuse, child-on-child abuse, extra-familial harm or other emerging risks.

17.4 Children may not always feel ready or know how to tell someone that they are being abused, exploited or neglected. They may not recognise their experiences as harmful, or they may face barriers linked to age, disability, communication needs, language, fear, shame, coercion, loyalty, threats or previous experiences of not being believed. Staff must maintain professional curiosity and share any concern with the DSL or deputy DSL without delay.

17.5 Children are taught how to keep themselves and others safe through the safeguarding curriculum described in Section 15. Staff should reinforce these messages in an age-appropriate way and remain sensitive to the specific needs and vulnerabilities of individual children, including children who have experienced abuse and children with SEND, disability, communication needs or health needs.

17.6 Individual signs may not confirm abuse in isolation. Staff should consider patterns, changes over time, cumulative concerns and the wider context of the child's life. Concerns should be recorded and passed to the DSL so that information can be considered as part of the safeguarding chronology.

18. Taking Action

18.1 Any child, in any family, in any education setting, could experience abuse, neglect, exploitation or harm. Staff must maintain an attitude of "it could happen here", act in the best interests of the child and take prompt action where they have any concern.

18.2 Where there is an immediate risk of harm, staff must take urgent action to keep the child safe and, if needed, call 999. Safeguarding concerns must be reported to the DSL or deputy DSL without delay and always on the same day. If the DSL or deputy DSL is not available, staff must speak to the Headteacher or another senior leader.

18.3 If a child is at risk and appropriate action is not being taken, any member of staff may make a direct referral to children's social care or contact the police or NSPCC. Staff must not investigate, ask leading questions or try to gather evidence beyond what is necessary to keep the child safe and pass the concern on.

18.4 Staff must not contact parents or carers about a safeguarding concern unless this has been agreed with the DSL or is part of an agreed Academy procedure. Information should be shared only with those who need to know, but safeguarding concerns must never be kept to oneself. Concerns must be recorded on CPOMS as soon as possible, in line with the recording standards in Section 54.

Contact details: See Section 3: Key Staff and Contacts.

19. If You are Concerned About a Pupil's Welfare

19.1 There will be occasions when staff notice changes, patterns or indicators that cause concern about a pupil's welfare, even where the pupil has not made a disclosure. This may include changes in behaviour, attendance, presentation, mood, communication, relationships, work, drawings, written content, online activity, peer interaction, physical appearance or other signs that something may be wrong.

19.2 Staff should respond with professional curiosity and may offer the pupil an appropriate opportunity to talk, using open and supportive language such as "Are you okay?" or "Is there anything you would like help with?" Staff must not investigate, ask leading questions or try to establish proof. A child does not need to make a disclosure before a concern is shared.

19.3 Any welfare concern must be passed to the DSL or deputy DSL without delay and recorded on CPOMS in line with Section 54. This includes early concerns, changes over time, patterns of absence, behaviour or presentation, and concerns that appear low-level but may contribute to a wider safeguarding chronology.

19.4 If the pupil discloses harm, risk or abuse, staff must follow Section 20. If there is immediate risk of harm, staff must follow the urgent action steps in Section 18.

19. If a Pupil Discloses to You

20.1 It takes courage for a child to disclose abuse, neglect, exploitation or harm. The child may feel ashamed, frightened, conflicted, loyal to the person causing harm, worried about consequences, or unsure whether they will be believed. Staff must respond calmly, respectfully and in a way that supports the child to feel heard and safer.

20.2 If a pupil talks to a member of staff about any risk to their safety or wellbeing, the member of staff must listen carefully, remain calm and allow the child to speak freely. Staff should reassure the child appropriately, for example by saying that they have done the right thing by speaking, that they are being taken seriously and that support will be sought.

20.3 Staff must not promise confidentiality. They should explain, at an appropriate point, that the information must be shared with the DSL or deputy DSL so that the child can be helped and protected. Staff must not investigate, ask leading questions, press for details, ask the child to repeat the account unnecessarily, or try to establish proof.

20.4 Staff should avoid automatic physical contact as comfort and should be sensitive to the child's wishes, needs, age, communication style and previous experiences. Staff should tell the child what will happen next in a clear and age-appropriate way.

20.5 The concern must be reported verbally to the DSL or deputy DSL without delay, even if the child says they will tell someone themselves. The member of staff must record the concern on CPOMS as soon as possible and in line with the recording standards in Section 54, using the child's own words where possible and distinguishing fact, observation and professional judgement.

20.6 Staff should seek support from the DSL, deputy DSL or appropriate senior leader if they are distressed by a disclosure. The DSL will consider the child's wishes and feelings alongside the Academy's duty to protect the child and others from harm.

20. Notifying Parents

21.1 The Academy will normally seek to work in partnership with parents and carers and, where appropriate, discuss safeguarding concerns with them. Decisions about contacting parents or carers in relation to a safeguarding concern will be led by the DSL or deputy DSL, taking account of the child's wishes and feelings, age and understanding, the nature of the concern, any immediate risk, and advice from children's social care, the police or other relevant agencies where required.

21.2 Parents or carers will not be contacted before advice is sought where doing so may increase risk to the child or another person, compromise evidence, prejudice a police or social care enquiry, alert a person who may pose a risk, or otherwise undermine safeguarding action. The decision to contact, delay contact with, or not contact parents or carers must be recorded on CPOMS with the rationale and any advice received.

21. Confidentiality and Sharing Information

22.1 Safeguarding and child protection information must be handled with a high level of confidentiality and shared only where there is a legitimate safeguarding, welfare, legal or professional reason to do so. Confidentiality must never prevent staff from sharing a concern with the DSL, deputy DSL, Headteacher, children's social care, the police or another appropriate agency where this is necessary to safeguard a child. The Academy recognises the statutory Information Sharing Duty under section 16LA of the Children Act 2004, introduced by the Children's Wellbeing and Schools Act, and will have regard to the DfE statutory guidance Information sharing to safeguard children and young people, updated on 10 September 2026 and applying from 30 September 2026.

22.2 Staff must not keep safeguarding concerns to themselves. In most cases, concerns should be shared with the DSL or deputy DSL without delay. Where a child is at risk and appropriate action is not being taken, any member of staff may make a direct referral to children's social care or contact the police or NSPCC, as set out in Sections 18 and 24.

22.3 Child protection information will be stored and handled securely in line with UK GDPR, the Data Protection Act 2018, the Data Use and Access Act 2025, KCSIE 2026, Trust information governance expectations and the NSAT Safeguarding & CPOMS Manual.

22.4 The Academy will work on a proactive safeguarding basis that relevant information should normally be shared where it may help another organisation, agency or practitioner safeguard or promote the welfare of a child. Staff and DSLs should not delay sharing relevant information because thresholds are developing, because the full picture is not yet known, because the child has moved or may move to another area, or because consent has not been obtained. The key question is whether sharing the information may assist safeguarding or promote the child's welfare.

22.5 Consent is not required where information sharing is necessary for the purposes of safeguarding or promoting the welfare of a child. Where it is safe and appropriate to do so, the Academy will be open and

transparent with children and families about information sharing; however, transparency must not be treated as seeking permission to share where safeguarding information needs to be shared. The Academy will distinguish clearly between consent to share information and consent to engage with a service or intervention.

- necessary and proportionate to the safeguarding or welfare purpose
- relevant to the child's needs, circumstances, risk or support
- adequate, but not excessive
- accurate, distinguishing fact, allegation, professional judgement and historic information
- timely, so that delay does not increase risk or prevent appropriate support
- shared securely with the right person or organisation.

22.6 Information shared may include relevant information about the child, their family circumstances, adults or others connected to the child, peer or contextual risks, attendance, behaviour, welfare, health, SEND, exploitation, domestic abuse, online safety, alternative provision, transition, or any other matter that may be relevant to safeguarding or promoting the child's welfare. Information about other individuals should only be shared where it is relevant and proportionate to the safeguarding purpose.

22.7 The Academy will share relevant safeguarding and welfare information across organisational and local authority boundaries within England where this may assist safeguarding or promote the welfare of a child. This includes information sharing with receiving schools or settings, local authorities, children's social care, early help or Family Help services, health, police, alternative provision providers and other relevant safeguarding partners or practitioners.

22.8 The Academy will not share information where doing so would be more detrimental to the child than not sharing it. Where there is uncertainty, the DSL or deputy DSL should seek appropriate advice, including from children's social care, the police, the Trust safeguarding team or the Trust information governance lead where relevant. Uncertainty, discomfort or fear of 'getting it wrong' must not prevent or delay urgent safeguarding action.

22.9 All information sharing decisions must be recorded on CPOMS. Records should identify what information was shared or not shared, with whom, when, the safeguarding purpose, any advice received, whether parents or carers were informed or not informed, and the rationale for the decision. Records should support a clear audit trail and demonstrate that the Academy considered relevance, proportionality, accuracy, timeliness, security and the best interests of the child.

22.10 Child protection and safeguarding information will be stored separately from the main pupil record within CPOMS or another approved secure safeguarding system. Access will be limited to those who need the information to safeguard or promote the welfare of the child. Requests to access safeguarding or child protection records, including Subject Access Requests, Data Subject Access Requests, requests from pupils, parents, carers, solicitors or other third parties, must be referred to the Headteacher and handled in line with Trust information governance procedures. The Academy will consider any exemptions or restrictions that may apply where disclosure could place a child or another person at risk, reveal third-party information unfairly, compromise safeguarding work or otherwise not be in the child's best interests.

Contact details: See Section 3: Key Staff and Contacts.

23. Early Help, Family Help and Local Support Pathways

23.1 Any child may benefit from early help or Family Help where needs are emerging and support at the earliest opportunity may prevent concerns from escalating. Staff must share emerging welfare or safeguarding concerns with the DSL or deputy DSL without delay, including concerns linked to attendance, behaviour, mental health,

SEND, family circumstances, exploitation, online harm, reduced timetables, alternative provision or access to education.

23.2 The DSL will consider whether the child's needs can be met through Academy-based support, whether a referral should be made through the relevant local authority early help or Family Help pathway, or whether the concern meets the threshold for children's social care. Parent or carer involvement and consent will usually be sought for early help or Family Help support, unless doing so would increase risk or undermine safeguarding action.

23.3 Each Academy must follow the threshold document, Family Help or early help pathway, referral route and multi-agency procedures for its local authority area. Local arrangements, key contacts and referral routes must be inserted in Section 3 and kept up to date. Decisions, consent discussions, actions, referrals, advice received and outcomes must be recorded on CPOMS.

24. Referral to Children's Social Care

24.1 Where a child is suffering, or is likely to suffer, significant harm, a referral must be made to children's social care without delay. The DSL will normally make or support the referral, but any member of staff may make a direct referral where a child is at risk and appropriate action is not being taken.

24.2 Referrals must follow the relevant local authority procedure, including the appropriate Front Door, MASH, children's social care, emergency duty or out-of-hours route. Parents or carers will usually be informed that a referral is being made unless doing so may increase risk, compromise evidence, alert a person who may pose a risk, or undermine a police or social care enquiry.

24.3 Referrals, advice, decisions, rationale, parental contact decisions, agency responses and outcomes must be recorded on CPOMS in line with Section 54. Where feedback is not received, the DSL or relevant member of staff will follow up and escalate if necessary.

Contact details: See Section 3: Key Staff and Contacts.

25. Escalating Concerns and Professional Challenge

25.1 Staff must not allow a safeguarding concern to close without appropriate attention, assessment and resolution. Concerns should be escalated where staff cannot contact the DSL or deputy DSL, disagree with a decision and believe a child remains at risk, do not receive feedback, believe a concern has not been passed on, or where an external agency does not accept a referral but the Academy continues to believe risk remains.

25.2 The normal escalation route is to the DSL or deputy DSL, then the Headteacher or another senior leader, and then the Director of Safeguarding / Trust DSL or Trust safeguarding team where required. Where concerns relate to the work of an external agency, the Academy will follow the relevant local safeguarding partnership escalation or professional challenge procedure.

25.3 If a child remains at risk, staff must continue to escalate. This may include contacting children's social care, the police, the local authority professional challenge route, the Safeguarding Trustee or the NSPCC Whistleblowing Advice Line, depending on the circumstances. Escalation decisions, actions, advice received and outcomes must be recorded on CPOMS.

Contact details: See Section 3: Key Staff and Contacts.

26. Specific Safeguarding and Child Protection Issues

26.1 The following sections summarise specific safeguarding and child protection issues that staff should be alert to. These sections should be read alongside KCSIE 2026, the Northern Star Academies Trust Safeguarding and Child Protection Policy 2026–27, local safeguarding partnership procedures and the Academy’s reporting and recording arrangements.

26.2 This list is not exhaustive. Staff must remain professionally curious, consider patterns and cumulative concerns, and report any concern to the DSL or deputy DSL without delay. Concerns must be recorded on CPOMS in line with Section 54.

27. Child Abduction and Community Safety Incidents

27.1 Child abduction is the removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents or other family members, by people known but not related to the victim and by strangers.

27.2 Staff should be vigilant to child abduction risks, attempted unauthorised collection, concerning adults near the site, community safety incidents, local intelligence or risks linked to domestic abuse, exploitation, family conflict, custody disputes or extra-familial harm. Concerns must be reported to the DSL or senior leader without delay and, where appropriate, advice sought from the police or local authority.

27.3 Relevant incidents, decisions and actions must be recorded on CPOMS. Pupils will be supported through age-appropriate safeguarding education on personal safety, trusted adults and how to seek help.

28. Children and the Court System

28.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

28.2 Where the Academy is aware that a child is involved in, or affected by, criminal or family court proceedings, the DSL will consider whether pastoral support, safeguarding planning, information sharing or multi-agency liaison is required. Any safeguarding concerns or support decisions must be recorded on CPOMS.

29. Children Missing Education

29.1 Section 29 covers the Academy’s statutory and local procedures where a child is missing education, their destination is unknown, they are not attending despite being on roll, or there are concerns about removal from roll, off-rolling risk, non-standard transition or failure to start at the expected setting. Children missing education can be a vital warning sign of abuse, neglect, exploitation, mental health difficulty, substance misuse, risk of FGM, forced marriage, criminal exploitation, county lines or other harm.

29.2 The Academy will follow the relevant local authority Children Missing Education procedures without delay where a child’s whereabouts or destination are unknown, where a pupil fails to attend after expected admission, where a child leaves the Academy and the receiving setting is not confirmed, or where there are concerns that a child may have been removed from education without suitable onward provision. The Academy will not remove a child from roll unless statutory requirements and local authority notification duties have been met.

29.3 Where a child is subject to in-year transfer, elective home education, managed move, alternative provision, exclusion, suspension, reduced timetable or other change in education placement, the DSL and attendance lead will consider whether safeguarding information should be shared with the local authority or receiving setting. Child protection files and relevant safeguarding information must be transferred securely and promptly in line with KCSIE 2026 and local procedures.

29.4 All concerns, checks, local authority notifications, responses, decisions, rationale, contact attempts and safeguarding actions linked to Children Missing Education will be recorded on CPOMS and, where required, in the Academy attendance or admissions records. Where the child's safety cannot be confirmed, the DSL will consider escalation to children's social care, the police or the relevant local authority without delay.

30. Children With Family Members in Prison

30.1 The Academy recognises that children with a parent, carer or close family member in prison, or affected by parental offending, may experience stigma, isolation, financial hardship, emotional distress, disrupted family relationships, caring responsibilities or increased vulnerability.

30.2 Staff should share any concern about the child's welfare, attendance, emotional wellbeing or family circumstances with the DSL or deputy DSL. The Academy will consider appropriate pastoral support, Family Help / early help, local authority or specialist support, and will record relevant concerns and actions on CPOMS.

31. Extra-familial Harms

31.1 'Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

31.2 Staff must consider risks beyond the family home, including peer groups, neighbourhoods, online spaces, transport routes, alternative provision, community locations and places where children spend time outside the Academy. Concerns about extra-familial harm must be shared with the DSL or deputy DSL without delay, recorded on CPOMS and considered alongside local safeguarding partnership procedures, contextual safeguarding information and relevant police or local authority intelligence.

32. Child Criminal Exploitation (CCE)

32.1 CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or threat of violence. Further information about Child Criminal Exploitation can be found in Keeping Children Safe in Education 2026. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or possessions
- Children who associate with other young people involved with exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education.

32.2 CCE may involve coercion, intimidation, violence, debt, threats to family members, weapons, transport of drugs or money, theft, fraud, cybercrime, county lines, online recruitment or exploitation through peers or adults. Children may not recognise themselves as exploited and may appear to consent to, or benefit from, the activity. Staff must report concerns to the DSL or deputy DSL without delay.

32.3 This list is not exhaustive. Concerns must be recorded on CPOMS and the DSL will consider Family Help, children's social care, police, the National Referral Mechanism, local exploitation panels or other local safeguarding pathways as appropriate.

32.4 Where statutory definitions, partner agencies or legal processes use terms such as victim, alleged perpetrator or perpetrator, the Academy will apply the child-centred terminology set out in Section 1.5 in its own recording, support planning and communication wherever appropriate.

33. Child Sexual Exploitation

33.1 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

33.2 CSE can affect any young person, male or female, under the age of 18 years, including 16- and 17-year-olds who can legally consent to sexual activity.

33.3 Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

33.4 Indicators of CSE (in addition to those indicators for CCE) can include:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

33.5 Children affected by CSE may not recognise the coercive or exploitative nature of the relationship and may feel loyalty, fear, shame or dependence on the person exploiting them. Staff must act on concerns even where the child does not see themselves as a victim or appears to reject support.

33.6 Concerns about CSE must be reported to the DSL or deputy DSL without delay and recorded on CPOMS. The DSL will consider local exploitation procedures, children's social care, police, Family Help, health services, contextual safeguarding information and specialist support as appropriate.

33.7 Where statutory definitions, partner agencies or legal processes use terms such as victim, alleged perpetrator or perpetrator, the Academy will apply the child-centred terminology set out in Section 1.5 in its own recording, support planning and communication wherever appropriate.

34. Online Safety

34.1 Online safety is an integral part of safeguarding. The Academy will protect and educate pupils, staff and parents/carers in the safe and responsible use of technology and will identify, intervene in and escalate online safety concerns where appropriate. Online harms evolve quickly and may occur on Academy devices, personal devices, online platforms, social media, gaming environments, messaging services and through artificial intelligence tools. The Academy's online safety approach is considered through the four areas of risk: content, contact, conduct and commerce.

34.2 **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

34.3 **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

34.4 **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, online bullying, harassment, the creation, sharing or possession of self-generated intimate images and/or videos, image-based abuse, and the use of digital tools to humiliate, coerce or exploit others.

34.5 **Commerce:** risks such as online gambling, inappropriate advertising, phishing, financial scams, fraud, financially motivated sexual extortion, coerced payments, or exploitation through digital platforms. Staff should report any online safety or safeguarding concern to the DSL and, where relevant, concerns about phishing or cybercrime may also be reported through appropriate national reporting routes.

34.6 Online safety is a running and interrelated theme throughout the Academy's safeguarding practice, curriculum, staff training, behaviour expectations, pastoral support and parental engagement. Staff receive online safety training, including understanding their responsibilities for filtering and monitoring. The DSL takes lead responsibility for online safety within safeguarding, including understanding the filtering and monitoring systems and processes in place, while working with IT support, senior leaders and the person responsible for filtering and monitoring.

34.7 The Academy will respond to online safety concerns as safeguarding concerns where there is actual or potential harm to a child. This includes, but is not limited to, online abuse, cyberbullying, harassment, grooming, exploitation, misogyny, harmful sexual behaviour, self-generated intimate images and/or videos, image-based abuse, sextortion, deepfakes, impersonation, fraud, self-harm or suicide-related content, radicalising content and harmful AI-generated or manipulated material. Concerns must be reported to the DSL and recorded on CPOMS.

34.8 The Academy will work towards and review compliance with the DfE filtering and monitoring standards. The Academy will:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

34.9 Filtering and monitoring provision will be reviewed at least annually and whenever there is a significant change in technology, provider, risk profile or safeguarding concern. Reviews will be led by the senior leader responsible for filtering and monitoring, with support from the DSL and IT support. Reviews should include checks that filtering is working appropriately on all internet-connected Academy devices and relevant locations, that monitoring alerts are reviewed and acted upon, that staff know how to escalate concerns, and that records of checks and actions are retained.

34.10 The Academy uses filtering and monitoring systems including RSM and SENSO Cloud, alongside staff vigilance and safeguarding procedures. SENSO Cloud monitors Academy devices on and off the Academy site to help safeguard children within the Trust partnership. Alerts or concerns arising from these systems will be reviewed in line with Academy procedures and escalated to the DSL where safeguarding thresholds may be met.

34.11 The Academy will use communication with parents and carers to reinforce online safety. This may include information about filtering and monitoring, pupil use of online platforms, remote education arrangements, mobile phone expectations, online harms, AI-related risks, and how parents and carers can seek advice or report concerns.

35. Artificial Intelligence (AI)

35.1 The Academy recognises that artificial intelligence can create safeguarding, ethical, educational and information security risks for children and staff. These include misinformation and disinformation, bias and discriminatory outputs, data and privacy risks, cybercrime and fraud, impersonation, grooming, coercion, image-based abuse, and the creation or manipulation of sexualised or intimate content, including deepfakes. AI-generated abuse, including AI-generated intimate image abuse, will be treated as a safeguarding matter and responded to in line with child protection procedures.

35.2 AI-generated content may also be used to create racist, discriminatory, extremist, threatening or hateful material. Such concerns should be considered through safeguarding, behaviour, Prevent and online safety procedures where appropriate.

35.3 AI use in the Academy must align with the NSAT Use of AI Policy, data protection requirements and information security expectations. Staff must not input confidential, sensitive or identifiable personal data into unauthorised AI tools. Pupils and staff will be supported to understand safe, ethical and critical use of AI, including how to recognise unreliable, biased, manipulated or harmful content. AI-related concerns will be considered through online safety, filtering and monitoring, behaviour and safeguarding processes, and must be escalated to the DSL where safeguarding thresholds may be met.

35.4 Any AI-related concern involving suspected harm, image-based abuse, impersonation, grooming, discrimination, misinformation, data breach or unsafe use of personal information must be reported to the DSL or deputy DSL and recorded on CPOMS, with advice sought from the Trust safeguarding team, IT/data protection lead, police or other agencies where appropriate.

36. County Lines

36.1 County Lines is a term used to describe gangs and organised criminal networks involved in supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines.”

36.2 It involves Child Criminal Exploitation as gangs use children and vulnerable people to move and store drugs and money across the country.

36.3 County Lines activity and the associated coercion, intimidation, violence, weapons, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Children can be targeted and recruited in any setting and are easily trapped as the gangs create 'debts' and can threaten serious violence and kidnap of family members if they attempt to leave the network.

36.4 Staff should be alert to indicators such as unexplained money, phones or possessions, missing episodes, regular absence, changes in friendship groups, fearfulness, injury, drug-related language, transport to unknown locations, debts, threats, weapons, older peer or adult associations, or sudden changes in behaviour. Concerns must be reported to the DSL or deputy DSL without delay and recorded on CPOMS. The DSL will consider police, children's social care, local exploitation pathways and contextual safeguarding information as appropriate.

37. Modern Slavery and Trafficking

37.1 Modern slavery and trafficking are safeguarding concerns and may include criminal exploitation, labour exploitation, domestic servitude, sexual exploitation, debt bondage, coercion, control or transportation linked to exploitation. Children may not recognise themselves as victims and may appear to comply with, benefit from or consent to the situation, but they remain children in need of protection. Concerns about modern slavery or trafficking must be reported to the DSL or deputy DSL without delay, recorded on CPOMS, and considered in relation to children's social care, police, local exploitation pathways and referral to the National Referral Mechanism at the first point modern slavery or trafficking is suspected.

38. Domestic Abuse

38.1 The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional, or other abuse.

38.2 People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

38.3 All children can witness and be adversely affected by exposure to domestic abuse and/or violence between family members. This can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. It is necessary to recognise that Children who witness domestic abuse are also victims and should be treated as such.

38.4 Domestic abuse affecting young people can also occur within their personal and intimate relationships, as well as in the context of their home life.

38.5 Domestic abuse may affect children through seeing, hearing or experiencing its effects, and children are recognised as victims in their own right where they are affected by domestic abuse. Staff must consider domestic abuse as a safeguarding concern, including where it affects attendance, behaviour, emotional wellbeing, family

relationships, housing, contact arrangements or risk of harm. Concerns must be shared with the DSL or deputy DSL and recorded on CPOMS.

38.6 The DSL will consider appropriate support and action, including Operation Encompass, Family Help, children's social care, police, domestic abuse services, safety planning and whether contacting parents or carers may increase risk.

39. Operation Encompass

39.1 Our Academy is part of Operation Encompass. Through this safeguarding partnership, the police will share information with the Academy about police-attended domestic abuse incidents involving a child at this Academy, normally before the start of the next Academy day. The DSL and deputies will receive, record and act upon Operation Encompass notifications in line with Academy procedures, ensuring information is handled as confidential safeguarding information and used only to support the safety, wellbeing and educational engagement of the child.

39.2 The Academy will ensure relevant staff understand the purpose of Operation Encompass and the impact of domestic abuse on children. Any action taken following a notification will be proportionate, child-centred and will not place the child or the non-abusing adult at increased risk. The Community Hub Partner will receive anonymised assurance reporting about Operation Encompass as part of routine safeguarding oversight.

39.3 Operation Encompass notifications do not replace normal safeguarding procedures. Where a notification indicates that a child may be at risk of harm, or where concerns are already known, the DSL will consider whether additional safeguarding action, referral, risk assessment or support is required.

40. Children Requiring Mental Health Support

40.1 The Academy recognises that it has an important role in supporting pupils' mental health and wellbeing. Mental health difficulties can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation or other harm.

40.2 Staff are not expected to diagnose mental health conditions, but they should notice changes in behaviour, mood, presentation, attendance, engagement, relationships, self-harm, eating patterns, eating disorders, suicidal ideation, children making plans to end their life, acute distress or other signs of mental health concern, and share these concerns with the DSL or deputy DSL.

40.3 The Academy will maintain clear systems for identifying concerns, escalating safeguarding risk, accessing pastoral or mental health support, involving parents or carers where safe and appropriate, and referring to external services where needed. The Academy has a senior mental health lead who is supported in the role and has access to appropriate training.

40.4 Where staff believe a child may be in immediate danger because of self-harm, suicidal ideation, an eating disorder, acute distress, plans to end their life or another urgent mental health concern, they must take immediate action to keep the child safe. This may include contacting the DSL or deputy DSL urgently, seeking medical advice, calling 999, calling NHS 111 or arranging emergency medical support in line with Academy procedures.

41. Homelessness

41.1 Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

41.2 In most cases Academy staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

41.3 Staff should share concerns about homelessness, housing instability, temporary accommodation, sofa-surfing, exclusion from the family home or unsafe living arrangements with the DSL or deputy DSL. The DSL will consider Family Help, local authority housing support, children's social care, emergency duty arrangements, pastoral support and safeguarding action as appropriate. Concerns, actions and referrals must be recorded on CPOMS.

41.4 Where the Academy is notified that a child has been placed in temporary accommodation, the DSL and relevant staff will consider whether this creates or indicates safeguarding, attendance, welfare, transport, health, SEND or pastoral support needs. The temporary accommodation notification process does not replace child protection duties, and staff must continue to act on any concern that a child is suffering, or is likely to suffer, harm. Where consent requirements apply, including for parents or for a child aged 16 or 17, the Academy will follow local authority procedures and record relevant concerns, actions, support and advice on CPOMS.

42. Honour, faith- or belief-based abuse (including female genital mutilation and forced marriage)

42.1 Honour-, faith- or belief-based abuse encompasses abuse, violence or coercion committed to protect or defend the perceived honour, faith, belief system, family and/or community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of such abuse are child abuse and must be treated as safeguarding concerns regardless of the motivation.

42.2 FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia or other injury to the female genital organs. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

42.3 FGM is carried out on girls and young women of any age, from young babies to older teenagers and adult women, so Academy staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by a girl or young woman about going on a long holiday during the summer vacation period.

42.4 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable the Academy to support the staff member through this process.

42.5 A forced marriage is a marriage entered into without the full and free consent of one or both parties. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

42.6 A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

42.7 Children may be married at a very young age, and well below the age of consent in England. Academy staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday even if violence threats or another form of coercion is not used.

42.8 Concerns about honour-, faith- or belief-based abuse, FGM, forced marriage or related coercion must be reported to the DSL or deputy DSL without delay and recorded on CPOMS. The DSL will consider children's social care, police, the Forced Marriage Unit, health services, local safeguarding procedures and immediate safety planning. Staff must not speak to family or community members where doing so may increase risk.

43. Preventing Radicalisation

43.1 The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

43.2 Children may be vulnerable to radicalisation through a range of ideologies or extremist narratives, including those promoted online. Risks may include exposure to extremist content, conspiracy theories, misogynistic or incel ideology, extreme right-wing ideology, religious or political extremism, grievance-based narratives, isolation, identity-based targeting or exploitation by adults or peers.

43.3 The Academy will build pupils' resilience through safeguarding education, online safety, critical thinking, British values, respectful relationships and opportunities to discuss sensitive issues safely and appropriately. Staff will receive Prevent awareness training appropriate to their role.

43.4 The Academy has an identified Prevent Lead who will coordinate concerns relating to extremism, radicalisation and terrorism. Concerns must be reported to the DSL, deputy DSL or Prevent Lead without delay and recorded on CPOMS.

43.5 The DSL or Prevent Lead will follow the relevant local Prevent referral route, seek advice where needed, and consider Channel, children's social care, police or other safeguarding pathways as appropriate.

44. Harmful Sexual Behaviour, the Behaviour Spectrum and Escalatory Risk

44.1 The Academy recognises that harmful sexual behaviour may occur between children and can take a range of forms, from inappropriate or problematic sexualised behaviour through to abusive or violent behaviour. Staff must consider sexual behaviour on a spectrum, taking account of the child's age, developmental stage, SEND or communication needs, power imbalance, coercion, consent, repetition, secrecy, threats, use of technology, peer or group dynamics, previous concerns and the impact on the child or children affected.

44.2 Harmful sexual behaviour must not be dismissed as banter, experimentation, relationship drama, mutual behaviour, online joking or an inevitable part of growing up. The Academy operates a zero-tolerance approach to harmful sexual behaviour, sexual harassment and sexual violence. Zero tolerance means concerns are never ignored, minimised or normalised. It does not mean that every incident will receive the same response; the Academy will respond proportionately, taking account of the nature of the behaviour, the wishes, feelings and

impact on the child who has experienced harm (victim), the age and developmental stage of the children, any power imbalance, coercion, repetition, escalation, online factors and wider safeguarding context.

44.3 Staff should recognise that apparently lower-level or early concerns can indicate wider or escalating risk, particularly where behaviour is repeated, targeted, coercive, secretive, involves images, involves younger or more vulnerable pupils, reflects misogyny or harmful online influence, or occurs across different settings. Early identification, challenge, recording and proportionate intervention are essential to prevent escalation and protect children.

44.4 Children whose behaviour has caused concern may also have experienced abuse, trauma, neglect, exploitation, exposure to pornography, coercion, harmful online communities or other adverse experiences. The Academy will consider both the needs and safety of the child who has experienced harm and the safeguarding, welfare and risk needs of the child whose behaviour has caused concern.

44.5 Any concern about harmful sexual behaviour, including online or AI-facilitated behaviour, must be reported to the DSL or deputy DSL without delay and recorded on CPOMS. The DSL will follow KCSIE 2026 Part Five, the NSAT Safeguarding and Child Protection Policy 2026–27 and the NSAT Safeguarding Manual protocol for responding to harmful sexual behaviour and child-on-child sexual harm.

45. Sexual Violence, Sexual Harassment and Image-Based Abuse

45.1 Sexual violence, sexual harassment and image-based abuse are safeguarding concerns and must be considered in line with KCSIE 2026 Part Five, Section 44 of this policy and the NSAT Safeguarding Manual protocol for responding to harmful sexual behaviour and child-on-child sexual harm.

45.2 Sexual harassment means unwanted conduct of a sexual nature. It can occur online or offline, inside or outside the Academy, on transport, in alternative provision, in the community, or in digital spaces. It can violate a child's dignity, make them feel intimidated, degraded or humiliated, or create a hostile, offensive or sexualised environment.

45.3 Sexual harassment and related harmful behaviour may include sexual comments, sexualised name-calling, sexual jokes or taunting, unwanted sexual attention, unwanted physical contact, deliberately brushing against someone, interfering with clothing, displaying sexual images, upskirting, coercive or controlling behaviour, misogynistic behaviour, misandrist behaviour, discriminatory behaviour or prejudice-based abuse, group-based harassment, threats, humiliation or pressure linked to sex, relationships or images.

45.4 Online sexual harassment and image-based abuse may include the creation, possession, request, pressure for, sharing or threatened sharing of self-generated intimate images, sexualised images, manipulated images, AI-generated sexualised imagery, deepfakes, image-based abuse, sexualised bullying, financially motivated sextortion, unwanted explicit content, impersonation or the use of digital tools to coerce, humiliate, threaten or exploit a child. The Academy will take a safeguarding approach to all nude or semi-nude image concerns, regardless of whether the image was initially shared consensually.

45.5 Staff must not view, copy, print, forward, save or share nude, semi-nude, sexualised or potentially illegal images of a child. Where such images or content are reported or suspected, staff must report the concern to the DSL or deputy DSL without delay. Devices or evidence should be preserved where safe to do so, and advice sought from the DSL, police or other relevant agency where appropriate. The response must remain proportionate and should consider the age, development, circumstances of the children involved, coercion, exploitation, vulnerability, distribution and wider safeguarding risk.

45.6 Sexual violence, sexual harassment and image-based abuse may be linked to wider safeguarding concerns, including coercion, exploitation, pornography, harmful online communities, misogyny, domestic abuse, peer group pressure, intra-familial harm, or risk to siblings and other children. Reports should identify, where known, the time, location, online context, children involved, witnesses, wider peer group risks and any immediate safety concerns. Concerns must be recorded on CPOMS.

46. Academy Response to Child-on-Child Abuse, HSB, Sexual Violence and Sexual Harassment

46.1 The Academy will respond to all concerns, reports and signs of child-on-child abuse, harmful sexual behaviour, sexual violence, sexual harassment and image-based abuse in line with KCSIE 2026 Part Five, the NSAT Safeguarding and Child Protection Policy 2026–27 and the NSAT Safeguarding Manual protocol for responding to harmful sexual behaviour and child-on-child sexual harm.

46.2 When a concern is reported or identified, staff must respond calmly, listen, reassure the child that they are being taken seriously, avoid victim-blaming language, and act to keep children safe. Staff must report the concern to the DSL or deputy DSL without delay, must not investigate, ask leading questions or try to establish proof, and must preserve relevant evidence where safe to do so. Staff must not view, copy, print, forward, save or share nude, semi-nude, sexualised or potentially illegal images of a child. All nude or semi-nude image concerns must be treated as safeguarding concerns, regardless of whether the image was initially shared consensually.

46.3 The DSL will consider immediate safety and supervision arrangements, including whether children need to be separated, whether adjustments are required to movement around the site, lessons, social times, transport, toilets, changing areas, online access, alternative provision or other shared spaces, and whether any urgent medical, police or children's social care action is required.

46.4 The DSL will complete or arrange an appropriate safeguarding and risk assessment, proportionate to the concern. This will consider the nature of the behaviour, age and developmental stage of the children, SEND or communication needs, consent, coercion, power imbalance, repetition, escalation, online or image-based factors, peer or group dynamics, previous concerns, wider cohort or location risks, risk to siblings or other children, and the wishes, feelings and impact on the child who has experienced harm (victim).

46.5 The Academy will consider support and protection for the child who has experienced harm, including trusted adult support, safety planning, pastoral support, SEND or communication adjustments, timetable or site adjustments, referral to specialist services, and involvement of parents or carers where safe and appropriate. The Academy will also consider safeguarding, welfare, support and risk management for the child whose behaviour has caused concern (alleged perpetrator/perpetrator), recognising that they may also have experienced abuse, trauma, exploitation, harmful online influence or other unmet need.

46.6 The DSL will decide, in line with the Safeguarding Manual protocol and local procedures, whether advice or referral is required from children's social care, police, the local authority, health, specialist HSB services or other agencies. Parent or carer communication will be carefully considered and will not take place where doing so may increase risk, compromise a police or social care enquiry, or place any child or adult at further risk.

46.7 The DSL will consider whether the concern indicates wider peer group, cultural, online, location-based or contextual safeguarding risk. This may include reviewing corridors, toilets, changing areas, transport, social times, alternative provision, online spaces, harmful attitudes, misogyny, misandry, discriminatory behaviour, prejudice-based abuse and group dynamics.

46.8 All concerns, disclosures, decisions, risk assessments, safety plans, parent or carer contact decisions, referrals, actions, rationale, outcomes and review arrangements must be recorded on CPOMS in line with Section

54. The DSL will keep the response under review and escalate if risk increases, information changes, agreed actions are not completed, or the child remains unsafe.

47. Private Fostering Arrangements

47.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer, or other person involved in making a private fostering arrangement must notify children's services as soon as possible.

47.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they must inform the DSL without delay. The DSL will ensure that the relevant local authority is notified in line with local procedures. The Academy will record the concern, notification, response, dates, adults responsible for the child's care and any safeguarding actions on CPOMS.

48. Looked After Children

48.1 The Academy recognises that children who are looked after or previously looked after may have experienced abuse, neglect, trauma, loss, separation or disrupted education and may require additional support to feel safe, attend well and achieve.

48.2 The Academy will appoint a Designated Teacher for looked after and previously looked after children. The Designated Teacher, DSL, SENCO, pastoral staff and attendance lead will work together, where appropriate, to ensure safeguarding, welfare, attendance, SEND, pastoral and educational needs are considered holistically.

48.3 Appropriate staff will have the information they need about a child's care status, contact arrangements, delegated authority, social worker, Virtual School Head and Personal Education Plan arrangements, while maintaining confidentiality. Any safeguarding concern, decision, action or agency communication will be recorded on CPOMS.

49. Work Experience

49.1 The Academy has procedures to safeguard pupils undertaking work experience. Before a placement starts, the Academy will satisfy itself that the provider has appropriate arrangements to protect pupils from harm, including health and safety, supervision, safer working expectations, safeguarding reporting routes and emergency contact arrangements. Pupils will be told who their named Academy contact is and how to report any concern if they feel unsafe or uncomfortable during the placement.

49.2 Where an adult is responsible for teaching, training, instructing, caring for or supervising a child on work experience frequently, for more than three days in a 30-day period, or overnight, this may amount to regulated activity. The Academy will consider the required safeguards and checks in line with KCSIE 2026, relevant DfE guidance and Trust procedures. Any safeguarding concern arising during work experience must be reported to the DSL or deputy DSL without delay and recorded on CPOMS.

50. Alternative Provision

50.1 Where an Academy places a child in alternative provision, the Academy remains responsible for the safeguarding, welfare, attendance and educational oversight of that child. The placement must be suitable for the pupil's age, needs, risks and circumstances, and must be capable of meeting any safeguarding, SEND, medical, behavioural, attendance or pastoral requirements identified by the Academy. The Academy must complete the commissioning checks set out in the NSAT Alternative/Appropriate Provision Checklist and the NSAT Alternative/Appropriate Provision Quality Assurance documentation, alongside current DfE alternative provision guidance. All associated procedures for commissioning, monitoring and quality assurance of alternative provision are held on the NSAT Safeguarding Manual SharePoint.

50.2 Before a placement starts, the Academy must obtain and record proportionate written assurance that the provider has appropriate safeguarding arrangements in place. This should include, as relevant, the provider's safeguarding and child protection policy, safer recruitment and staff vetting arrangements, named safeguarding contact, arrangements for managing allegations or low-level concerns, attendance reporting process, behaviour and physical intervention expectations, first aid and medical arrangements, online safety arrangements, and how safeguarding concerns will be reported to the Academy.

50.3 The Academy must know where the child is during the school day. Records should include the full address of the provider, any satellite site or subcontracted provision, session times, transport arrangements, named contacts, emergency contact arrangements and the process for notifying the Academy immediately if the child does not attend, leaves the site, is refused entry, is sent home, or if any safeguarding concern arises.

50.4 The DSL or delegated safeguarding lead must consider any safeguarding information that needs to be shared with the provider before the placement begins, including child protection status, social care involvement, risk of exploitation, mental health concerns, SEND, medical needs, behaviour risks, peer risks, attendance history, transport risks and any safety or support plan. Information sharing must be proportionate, necessary, recorded and focused on keeping the child and others safe.

50.5 The Academy will monitor attendance at alternative provision on every day the child is expected to attend. Any unexplained absence, pattern of non-attendance, late arrival, early departure or concern reported by the provider must be followed up promptly through the Academy's attendance and safeguarding procedures. Where absence or non-attendance raises safeguarding concerns, the DSL must be informed without delay and the concern recorded on CPOMS.

50.6 The Academy will review each alternative provision placement at least half termly, and more frequently where there are safeguarding, attendance, behaviour, SEND, mental health or welfare concerns. Reviews should consider whether the placement remains safe, suitable, lawful, purposeful and in the child's best interests. The review should include attendance, engagement, safeguarding concerns, progress, voice of the child, parent/carer views where appropriate, provider feedback, risk assessment and any actions required.

50.7 Planned and unplanned visits to alternative provision should be recorded within the NSAT documentation. Visit notes should consider safeguarding culture, supervision, site safety, staff conduct, attendance procedures, the child's experience, any observed risks and whether the provision remains appropriate. Document packs must be stored securely and be available for safeguarding review, Trust quality assurance or inspection.

50.8 If the provider changes staff, site, subcontracted provision, timetable, transport arrangements or safeguarding contact, the Academy must consider whether further assurance, risk assessment or information sharing is required before the arrangement continues. The provider must inform the Academy of any change that may affect the child's safety, welfare, attendance or suitability of provision.

50.9 Where safeguarding concerns arise, attendance drops, a child cannot be located, risk escalates, the provider fails to follow agreed safeguarding procedures, or the placement no longer appears suitable, the Academy must review the placement immediately. The DSL and senior leaders must consider whether the placement should continue, be suspended, be amended or be ended. Concerns, actions, decisions, rationale, provider communication, parent/carer contact, agency involvement and any revised safety plan must be recorded on CPOMS and within the NSAT alternative provision documentation.

51. Children Staying with Host Families – Homestay During Exchange Visits

51.1 The Academy may make arrangements for pupils to stay with a host family during an exchange visit abroad or within the UK. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

51.2 Some overseas pupils may reside with host families during term time, and we will work with the Local Authority to check that such arrangements are safe and suitable.

51.3 In such circumstances the Academy follows the relevant host families / homestay guidance in Keeping Children Safe in Education 2026 to ensure that hosting arrangements are as safe as possible.

52. Searching, Screening and Confiscation

52.1 The Academy will manage searching, screening and confiscation in line with current DfE Searching, Screening and Confiscation guidance, the Behaviour Policy and safeguarding procedures. The Headteacher and staff authorised by the Headteacher have statutory powers to search pupils or their possessions where there are reasonable grounds to suspect a prohibited item, or another item identified in the Behaviour Policy, may be present. Any search must be lawful, proportionate, respectful and carried out with regard to the pupil's age, needs, vulnerability, dignity and safety.

52.2 Prohibited items include those set out in DfE guidance and any items that are unlawful or present a risk to safety, welfare or good order. The Academy Behaviour Policy will also identify items banned under Academy rules, which may include mobile phones, smart watches, personal devices, vapes, weapons or items that may cause harm, disruption or safeguarding concern. Pupils must not use mobile phones or personal devices during the Academy day unless the Headteacher has agreed an exception for medical, SEND or other specific reasons. Academies are expected to be mobile phone-free environments by default from 1 September 2026, with any exceptions managed through the Behaviour Policy and individual risk assessment where required.

52.3 Where a search, confiscation or examination of an item is linked to safeguarding, the DSL or deputy DSL must be informed without delay. This includes, but is not limited to, concerns involving weapons, drugs, exploitation, bullying, harassment, harmful sexual behaviour, nudes or semi-nudes, AI-generated or manipulated imagery, online abuse, criminality, self-harm, suicide risk or risks to other children. Staff must not view, copy, forward or share illegal or potentially illegal images of a child. Where an electronic device may contain evidence of abuse, exploitation, harmful content or criminality, the device should be secured and advice sought from the DSL, police or other relevant agency as appropriate.

52.4 Searches may only be undertaken by the Headteacher or staff authorised by the Headteacher. Authorised staff must receive appropriate training and must understand when a search may be conducted, who should be present, the limits of the search, how to seek DSL support, how to safeguard the pupil's dignity, and how to record the search afterwards.

Role	Name
Executive Headteacher	Mrs J Dark
Head of School	Miss J Renton
Senior Leadership Team / authorised searching staff	Mr W Smith Mrs K Jones Mrs S Mahmood

52.5 All searches must be recorded on CPOMS. The record should include:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found; what follow-up action was taken; whether parents/carers were informed; whether the DSL was involved; and whether any referral, police contact, risk assessment or support plan was required.

52.6 Any item confiscated as part of a search or behaviour response will be dealt with in line with DfE guidance, the Behaviour Policy and safeguarding procedures. Where an item may be evidence of a criminal offence or safeguarding concern, the Academy will consider whether it should be retained, returned, disposed of, or passed to the police. Decisions and rationale must be recorded. Where a search or confiscation identifies wider safeguarding risk, the DSL will consider support for the pupil searched, any victim, and any other children who may be affected.

53. Responding to Weapons

53.1 The Academy recognises that concerns involving knives, weapons or items adapted for use as weapons require an immediate safeguarding and safety response. Staff must not place themselves or others at unnecessary risk. Where a weapon is suspected or identified, staff should seek urgent support from senior leaders and the DSL, follow the Academy's emergency procedures, consider whether emergency services are required, and take reasonable steps to secure the area and protect children and adults from harm.

- Examples of potential weapons include, but are not limited to: knives and bladed articles, including kitchen knives, lock knives, zombie knives and machetes; corrosive substances or chemicals intended to cause harm; firearms, imitation firearms, BB guns, air weapons and replica weapons; items adapted or intended for use as weapons, including sharpened objects, tools or improvised weapons; and any object carried, possessed or used with the intention of threatening, intimidating or causing harm to another person.
- Staff must also report any disclosure, statement, threat, online communication, drawing, social media content or other indication that a child intends to carry, obtain, use or access a weapon, even where no weapon has been seen. Such information must be treated as a safeguarding concern and shared immediately with the DSL or deputy DSL. The Academy will consider risks associated with serious violence, child criminal exploitation, coercion, bullying, retaliation and self-protection.

53.2 Any weapons-related incident will be treated as a safeguarding concern. The DSL will consider police involvement, referral to children's social care, parental contact where safe and appropriate, contextual safeguarding factors, and links to serious violence, child criminal exploitation, trauma or gang association. All actions, decisions, rationale, support offered and follow-up safety planning will be recorded on CPOMS. Support will be considered for any child who has experienced harm and for any child involved in carrying, possessing or using a weapon.

54. In-Year Transfer and Safeguarding Information Sharing Protocol

54.1 When a child joins or leaves the Academy during the academic year, safeguarding information must be transferred promptly, securely and in accordance with KCSIE 2026, the NSAT Safeguarding Manual, the NSAT Safeguarding & CPOMS Manual and data protection requirements. The child protection file must be transferred separately from the main pupil file, as soon as possible, and within 5 school days for an in-year transfer. Confirmation of receipt must be obtained and recorded.

54.2 Where there are current, significant or complex safeguarding concerns, the DSL will make direct contact with the receiving setting's DSL before, or at the point of, transfer. This conversation should ensure that the receiving setting understands the current safeguarding risks, support in place and any immediate actions needed. The date, time, participants, key information shared, decisions reached and any agreed actions from the DSL-to-DSL handover must be recorded on CPOMS.

54.3 Where safeguarding information is transferred, the DSL should provide a concise written safeguarding summary in line with the Safeguarding Manual protocol. This should identify the current concerns, current risks, relevant history, social care or Family Help involvement, attendance concerns, alternative provision, behaviour risks, exploitation or online safety concerns, domestic abuse, reduced timetable arrangements, support in place, any risks to the child or others, and any immediate next steps required. The summary should help the receiving school understand what action is needed to safeguard and support the child from the point of admission.

54.4 Written transfer information should distinguish clearly between current safeguarding concerns, ongoing risk, relevant historical context and information that is no longer current but remains relevant to understanding the child's needs. Historic information must not be presented in a way that unfairly disadvantages the child, but it must not be omitted where it remains relevant to safeguarding, risk assessment, support planning or the safety of others.

54.5 The DSL will consider whether safeguarding information needs to be shared before the formal file transfer where this is necessary to safeguard the child or others. This may include information relating to child protection status, children in need, Family Help, Operation Encompass, serious violence or weapons, harmful sexual behaviour, exploitation, Channel, online harms, peer risks, risks to staff, alternative provision, attendance concerns or any safety or support plan.

54.6 Where a child leaves the Academy and the onward destination is unknown, unconfirmed or the child does not arrive at the expected setting, the Academy will follow Children Missing Education procedures immediately. The DSL and attendance lead will consider whether safeguarding concerns need to be escalated to the local authority, children's social care, the police or other relevant agencies. Contact attempts, checks completed, decisions, rationale, local authority notifications and escalation actions must be recorded on CPOMS and in any relevant attendance or admissions records.

55. Safeguarding Record Keeping and CPOMS Minimum Standards

55.1 All safeguarding concerns, disclosures, observations, discussions, decisions, actions and outcomes must be recorded on CPOMS as soon as possible and normally on the same day. Records must be factual, clear, timely, proportionate and capable of supporting effective safeguarding decision-making, chronology, supervision, audit, quality assurance, transfer and inspection. Safeguarding information must be kept confidential, stored securely and accessed only by those who need to know.

55.2 In line with the NSAT Safeguarding Manual, the NSAT Safeguarding & CPOMS Manual and KCSIE 2026, every CPOMS record should include, where relevant:

- what was seen, heard, disclosed, reported or observed, using the child's own words where possible
- who reported the concern and whether the information was first-hand, a disclosure, an observation, third-party information or professional information from another agency
- the date, time and location of the concern, incident, disclosure or observation
- the immediate action taken, who took it, who was informed, what decision was reached, the rationale for that decision, the outcome and any follow-up required
 - whether parents or carers were informed, not informed or consultation was deferred, and the reason for that decision
 - whether the concern was escalated internally to the DSL, deputy DSL, Headteacher, Trust DSL or another senior leader
 - whether external advice, referral or notification was made to children's social care, Family Help, early help, police, LADO, Channel, local authority attendance/CME team, Operation Encompass route, alternative provision provider or another agency
 - where a referral was not made, the reason for not referring, any advice received and the plan for monitoring or review
 - any voice of the child, wishes and feelings, presentation, demeanour or communication needs relevant to understanding the concern
 - any immediate safety plan, risk assessment, protective action, support offered or review date
 - links to related CPOMS incidents, chronology, documents, emails, meeting notes, agency correspondence or uploaded evidence.

55.3 Records must distinguish clearly between fact, allegation, professional opinion, analysis and historic information. Staff should avoid vague or judgemental language and should record what has been said or observed as accurately as possible. Where professional judgement or analysis is recorded, it should be clearly identified as such and linked to the evidence, context or rationale that supports it.

55.4 CPOMS records should support an accurate safeguarding chronology. Repeated concerns, low-level changes, absence patterns, behaviour incidents, peer risks, domestic abuse notifications, alternative provision concerns, online safety incidents, weapons concerns, AI-related concerns, in-year transfer information and multi-agency activity should be recorded in a way that allows patterns, escalation and cumulative risk to be identified.

55.5 Where safeguarding decisions are made, the record should evidence the rationale. This includes decisions to manage a concern internally, seek advice, make or not make a referral, inform or not inform parents/carers, share or withhold information, escalate or not escalate, review an alternative provision placement, undertake a welfare check, or transfer safeguarding information to another setting.

55.6 Documents uploaded to CPOMS, including written safeguarding summaries, body maps, chronologies, meeting notes, referral forms, agency correspondence, Operation Encompass notifications, AP visit records and transfer/receipt confirmations, must be clearly labelled, securely stored and linked to the relevant incident or chronology. Records must not contain unnecessary personal information about others unless it is relevant and proportionate for safeguarding purposes.

55.7 If staff are unsure about what to record, how much detail to include, whether information should be shared, or whether an entry should be updated, they must seek advice from the DSL or deputy DSL. Recording uncertainty should not delay immediate safeguarding action.

Appendix A – Four Categories of Abuse

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as **fabricated or induced illness**).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual Abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell.' It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

- A child who is being abused, neglected, or exploited may:
- have bruises, bleeding, burns, fractures, or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless regarding their own or other's safety
- self-harm
- frequently miss school, arrive late, or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends.'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Appendix B: Safeguarding Concerns Flowchart and Staff Action Checklist

Northern Star Academies Trust

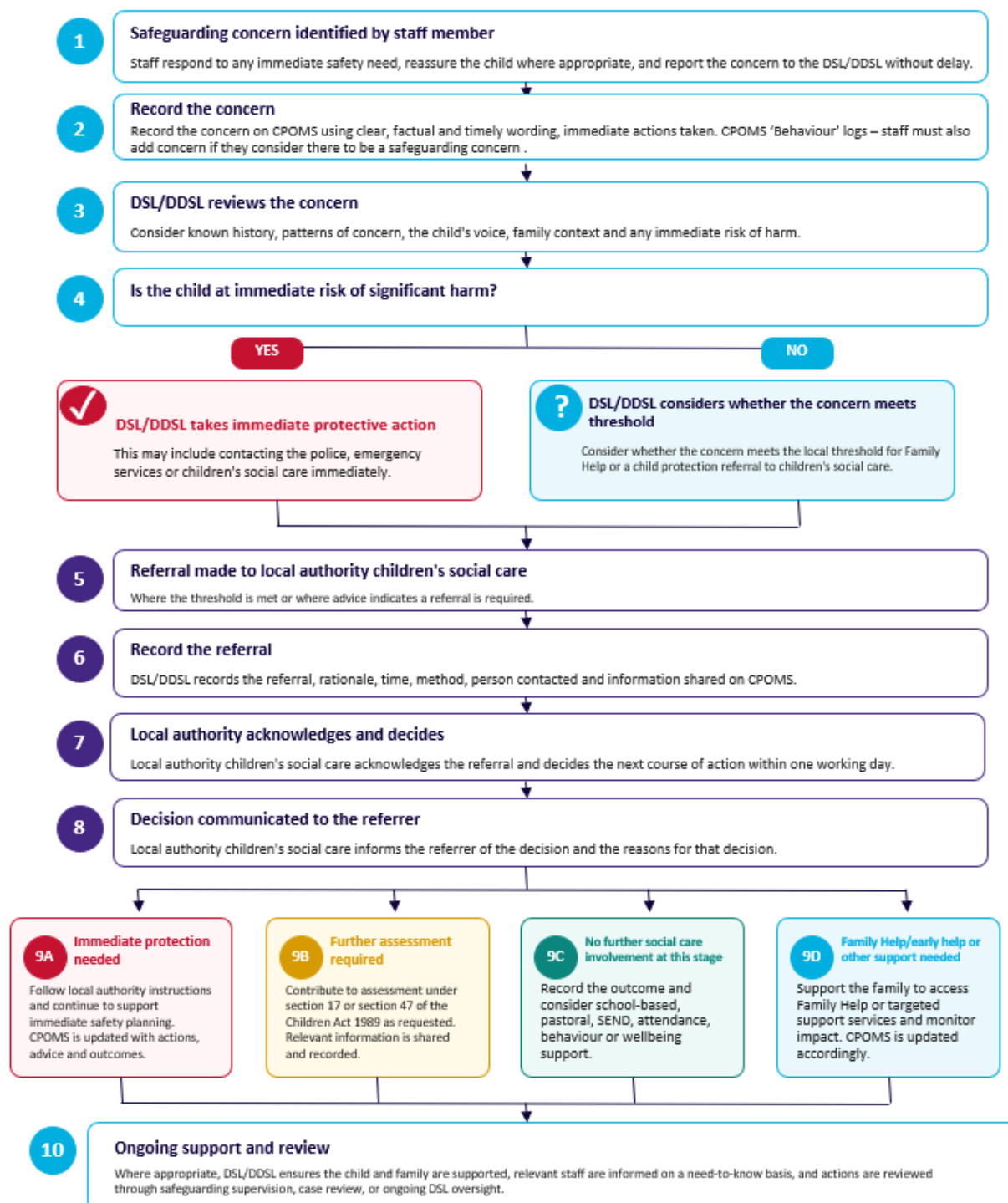
Safeguarding process infographic

Responding to concerns and referrals to local authority children's social care



Our Trust commitment: every child, every day.

i Purpose: This process sets out the actions to be taken by staff and the Designated Safeguarding Lead (DSL) when a child may be a child in need, may be suffering or likely to suffer significant harm, or may require statutory assessment or intervention.



Record everything All stages must be recorded on CPOMS. **Escalate if needed** Follow local escalation procedures if the response does not adequately safeguard the child. **Support continues** A decision of no further social care involvement does not mean no further action. **Chase the outcome** if the decision and reasons are not received within one working day, follow it up, and record the chase on CPOMS. **Work with the partners** The local authority, police and health are the statutory safeguarding partners. Share information with them and keep the child's wishes and feelings central to every decision.

Appendix C – Document Control Sheet

Dissemination	Dissemination to all staff via Every, alongside the NSAT Safeguarding and Child Protection Policy 2026–27 and relevant KCSIE 2026 reading requirements.
Implementation	Implementation led by the Headteacher and DSL, with support from the Every document administrator and Trust safeguarding team as required.
Training	All staff must read and confirm understanding of this document using Every. Staff must also read the required sections of Keeping Children Safe in Education 2026, including Part One, Part Five and Annex B, and complete safeguarding training and updates appropriate to their role.
Monitoring & Audit	The DSL and Headteacher will monitor staff completion, with administrative support where required. Completion and implementation will be reviewed through Academy safeguarding monitoring, Trust safeguarding assurance visits and safeguarding reviews.
Statutory Requirement	Yes. This is a school-specific safeguarding and child protection arrangements document which supports the Academy’s statutory safeguarding duties and implementation of KCSIE 2026, read alongside the NSAT Safeguarding and Child Protection Policy 2026–27.
Website Publication	This document should be published on the Academy website and made available to parents/carers, staff and relevant stakeholders.

Revisions

Version	Description of Change	Date
2024-25	Updated to reflect changes in KCSIE 2024	
2025-26	Updated to reflect changes in KCSIE 2025, additional information added to Alternative provision, Artificial Intelligence alongside additional minor alterations.	
2026-27	Updated to reflect Keeping Children Safe in Education 2026, including children absent from school, Operation Encompass, AI and online harms, weapons response, in-year transfer, alternative provision, and strengthened safeguarding recording expectations. Major sections rewritten	August 2026

Appendix D - NSAT Job description: Designated Safeguarding Lead (DSL)

Job Details

Location: Academy named within this policy

Hours: Full time in addition to other leadership responsibilities

Reporting to: Headteacher

Reporting lines: Headteacher, Director of Safeguarding / Trust DSL, CEO, Trustees and Community Partnerships as appropriate

Responsible for: Strategic safeguarding and child protection within the named Academy

Main Purpose

The DSL will take lead responsibility for safeguarding and child protection across the Academy, including online safety, filtering and monitoring, children absent from school, alternative provision, harmful sexual behaviour, child-on-child sexual harm, Family Help / early help, safeguarding information sharing and CPOMS recording standards.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and Responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at the Academy

The above includes:

- Ensuring the Academy knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing the Child Protection File

- Ensure child protection and safeguarding records are kept up to date on CPOMS and managed in line with Section 54, the NSAT Safeguarding Manual and the NSAT Safeguarding & CPOMS Manual.
- Keep safeguarding information confidential, secure and accessible only to those who need to know for safeguarding, welfare, legal or professional reasons.
- Ensure records include the concern, source, date, time, context, action taken, decision, rationale, outcome, escalation, parent/carer contact decision and review arrangements where relevant.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the Academy, including in-year transfers:
- Ensure a child protection file is transferred securely to the receiving school or setting as soon as possible, separately from the main pupil file, with confirmation of receipt, and within 5 school days for an in-year transfer.
- Consider whether a concise written safeguarding summary or direct DSL-to-DSL handover is required before or at the point of transfer, in line with Section 53 and the Safeguarding Manual protocol.

Raising Awareness

- Ensure each member of staff has access to, and understands, the Academy's child protection policy and procedures, especially new and part-time staff
- Work with the Headteacher, Community Partnerships and Trust safeguarding team to ensure the Academy safeguarding arrangements are reviewed annually as a minimum and updated when required.
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the Academy in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and Academy leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge, and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing Support to Staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the Views of Children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the Academy may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and Sharing Information

- Understand the importance of information sharing, both within the Academy, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand relevant data protection legislation and regulations, including UK GDPR, the Data Protection Act 2018 and the Data Use and Access Act 2025.
- Keep detailed, accurate, secure written records of concerns, referrals, decisions, rationale, outcomes and review arrangements in line with CPOMS minimum standards.

Other Areas of Responsibility

The DSL will be required to safeguard and promote the welfare of children and young people and follow Academy policies and the staff code of conduct.

During term time, the DSL should always be available during Academy hours for staff in the Academy to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Appendix E– Online Responsibilities Summary

Role	Responsibility
Trustees / Community Partnerships	• Maintain strategic oversight of online safety, filtering and monitoring as part of safeguarding assurance. • Ensure the Academy is working towards the DfE filtering and monitoring standards and that arrangements are reviewed at least annually. • Seek assurance that filtering and monitoring arrangements are effective, proportionate, age-appropriate and do not unreasonably restrict teaching and learning.
Director of Safeguarding / Trust DSL	• Provide Trust-level safeguarding oversight, advice and assurance in relation to online safety, filtering and monitoring. • Support academies to identify safeguarding risks arising from filtering and monitoring alerts, online harms, AI-related concerns and technology-facilitated abuse. • Review Trust-wide themes, risks and assurance information and escalate concerns where required.
Academy DSL	• Take lead safeguarding responsibility for online safety within the Academy, including understanding the filtering and monitoring systems and processes in place. • Ensure safeguarding alerts, online safety concerns and filtering or monitoring concerns are reviewed, acted upon and recorded where safeguarding thresholds are met. • Work with IT support, the senior leader responsible for filtering and monitoring and the Trust safeguarding team to review effectiveness, identify risk and escalate concerns. • Ensure staff understand how to report online safety, AI-related, image-based abuse, sextortion, grooming, cyberbullying or other digital safeguarding concerns.
Teachers and classroom-based staff	• Understand the Academy's expectations for safe and appropriate use of technology in lessons and supervised activities. • Provide appropriate supervision when pupils use devices or online platforms. • Remain alert to how devices, platforms and online content are being used by pupils. • Report online safety, filtering, monitoring or safeguarding concerns to the DSL or deputy DSL without delay.
IT support	• Provide day-to-day technical support for filtering and monitoring systems. • Maintain approved filtering and monitoring systems and support agreed checks and reviews. • Provide reports, alerts or technical information to the DSL, senior leader responsible for filtering and monitoring or Trust IT as required. • Report faults, downtime, gaps in coverage or technical risks to the DSL and relevant senior leaders without delay.
Network Manager / Trust IT	• Support the procurement, installation, configuration, maintenance and updating of filtering and monitoring systems.

	• Support technical reviews, checks and risk identification across Academy systems, networks and devices. • Work with safeguarding and senior leaders to ensure systems are effective, proportionate and aligned with safeguarding needs. • Provide technical advice where online safety, cyber security, filtering, monitoring or AI-related risks require escalation.
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Appendix F – Minimum Response Checklist: Harmful Sexual Behaviour and Child-on-Child Sexual Harm

This checklist supports the minimum Academy response to concerns about harmful sexual behaviour, child-on-child sexual harm, sexual violence, sexual harassment, online sexual harassment and image-based abuse. It should be used alongside KCSIE 2026 Part Five, Sections 43–45 of this policy, the NSAT Safeguarding and Child Protection Policy 2026–27 and the NSAT Safeguarding Manual protocol.

Step	Minimum response
1. Immediate safety	Consider whether any child needs immediate protection, medical support, separation, supervision, emergency action or police / children’s social care involvement.
2. Listen and reassure	Listen calmly, take the child seriously, avoid victim-blaming language, do not promise confidentiality and explain that information must be shared with the DSL or deputy DSL.
3. Report without delay	Report the concern to the DSL or deputy DSL immediately. Do not wait for proof, a written statement or a further disclosure.
4. Do not investigate	Do not ask leading questions, press for detail, ask children to repeat accounts unnecessarily, interview witnesses, reach conclusions or attempt to establish proof.
5. Preserve evidence safely	Preserve relevant information where safe to do so. Staff must not view, copy, print, forward, save or share nude, semi-nude, sexualised or potentially illegal images of a child.
6. DSL initial assessment	The DSL considers the behaviour spectrum, escalation, coercion, consent, age, development, SEND, power imbalance, repetition, online or image-based factors, peer/group dynamics and immediate risk.
7. Safety and support planning	Put proportionate safety arrangements in place for the child who has experienced harm, the child whose behaviour has caused concern, and any other children who may be affected.
8. External advice or referral	The DSL considers whether advice or referral is needed from children’s social care, police, health, local authority, specialist HSB services or other agencies.
9. Parents and carers	Consider parent/carer contact carefully. Do not contact parents or carers where this may increase risk, compromise evidence or undermine a police or social care enquiry.
10. Wider risk review	Consider whether there are wider peer group, online, cultural, location-based, transport, alternative provision, sibling or contextual safeguarding risks.
11. Record on CPOMS	Record the concern, disclosure, decision, rationale, risk assessment, safety plan, parent/carer contact decision, referrals, actions, outcome and review arrangements on CPOMS.
12. Review and escalate	Keep the response under review and escalate if risk increases, new information emerges, agreed actions are not completed or any child remains unsafe.