SAFEGUARDING AND CHILD PROTECTION POLICY

2026-2027

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1. Safeguarding Statement

Safeguarding is our number one priority; the golden thread that runs through Reach South Academy Trust. We are committed to creating a safe, respectful, and inclusive environment where our children and adults feel protected, valued, and confident to speak up. Our child-centred approach ensures that decisions are made in the best interests of the child, with a focus on removing barriers, raising aspirations, and improving outcomes. We embed a whole school approach to safeguarding through a culture of professional curiosity and "it could happen here".

At Reach South Academy Trust, safeguarding means protecting our Children and Young People (CYP) from harm (including inside and outside of school, home and online), so they can thrive in a safe, supportive environment. We prioritise early intervention and staff will act promptly and appropriately to concerns.

The purpose of this policy is to provide all stakeholders including employees, volunteers, governors, trustees, trainee teachers and visitors with the framework they need to protect CYP and keep them safe at Reach South Academy Trust.

This policy and our safeguarding responsibilities apply to all Academy activities (before, during and after school), onsite, off-site and out of school hours, including when a child attends an Alternative Provision (AP) and when our facilities are used by another provider.

Each Academy will complete and maintain Appendix 1 which reflects their Academy specific safeguarding context, procedures and local safeguarding arrangements. The appendix will be reviewed regularly and updated as required, and as a minimum annually. The Headteacher, working closely with the Designated Safeguarding Lead (DSL), is responsible for the implementation of this policy and the maintenance of Appendix 1.

Reach South Academy Trust will provide strategic oversight and quality assurance through its safeguarding governance arrangements. The effectiveness of safeguarding practice and compliance with this policy will be monitored by relevant Trust leaders, including Regional Directors and the Trust Head of Safeguarding. Executive Leaders will support and challenge academy leaders where required, and the Board of Trustees will hold Executive Leaders to account for the effectiveness of safeguarding arrangements across the Trust.

This approach ensures that safeguarding procedures remain consistent across Reach South Academy Trust whilst allowing academies to reflect local safeguarding arrangements and contextual needs.

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This policy is kept up to date, regularly reviewed and is published on the Trust website and each Academy website, a hard copy is available at reception and on request. This policy can be made available in large print or any other accessible format if required.

2. Legislation, Terminology and Key Documents

This policy has been developed in accordance with the latest statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026, relevant safeguarding legislation, local safeguarding partnership arrangements and Reach South Academy Trust policies.

Where the Academy provides Early Years Foundation Stage (EYFS) provision, safeguarding arrangements will also operate in accordance with the current Early Years Foundation Stage Statutory Framework and associated safeguarding and welfare requirements.

This policy is an overarching policy and in addition to the above, should be read in conjunction with Reach South Academy Trust's suite of policies [Reach South Academy Trust - Policies] and Academy specific policies.

Child/ren includes everyone under the age of 18 years old. We will use the term 'Children and Young People' in this policy, when referring to our pupils.

References to staff include all adults working for or on behalf of the Academy or Trust, including employees, agency staff, contractors, supply staff, volunteers, trainee teachers, governors and trustees, unless otherwise stated

References to Children's Social Care (CSC) include the Local Authority team responsible for safeguarding children in the area where the child resides and, where appropriate, where the Academy is located.

Key safeguarding definitions used throughout this policy are provided in **Appendix 2.** Staff should ensure they are familiar with these definitions and the procedure outlined in **Appendix 3: Responding to Pupil Safeguarding Concerns.**

Acronyms used in this policy:

- **AP** – Alternative Provision
- **DSL** – Designated Safeguarding Lead
- **DDSL** – Deputy Designated Safeguarding Lead
- **DfE –** Department for Education
- **CSC** – Children's Social Care
- **CSE** – Child Sexual Exploitation
- **CCE** – Child Criminal Exploitation
- **CYP** – Children and Young People
- **EYFS –** Early Years Foundation Stage
- **FGM** – Female Genital Mutilation
- **KCSIE** – Keeping Children Safe in Education
- **LA** – Local Authority
- **LADO** – Local Authority Designated Officer
- **MASH** – Multi-Agency Safeguarding Hub
- **SEND** – Special Educational Needs and Disability
- **SLT** – Senior Leadership Team

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3. Roles and Responsibilities

Mandatory Reading and Understanding

- All staff must read and understand Part One of KCSIE 2026.
- Staff working directly with children must also read Annex A of KCSIE 2026.
- All staff must read and understand the Safeguarding and Child Protection Policy, Appropriate Workplace Behaviour Policy, the Behaviour Policy, Use of Reasonable Force and other Restrictive Interventions Policy, the Low-Level Concerns and Staff Allegations Policy and other safeguarding procedures relevant to their role.
- Understand and follow procedures for reporting concerns about the pupil safeguarding concerns and conduct of staff including low-level concerns, allegations and whistleblowing matters.
- SLT and the Governing Body must read the entire KCSIE guidance.
- All staff are required to respond to CYP concerns in line with this policy and KCSIE.

Staff Responsibilities

In addition, all Staff are required to:

- Recognise safeguarding is everyone's responsibility, not just those working directly with CYP.
- View all school activities, including behaviour and attendance, through a safeguarding lens.
- Ensure that the welfare of the child is paramount and that all CYP are listened to, valued and kept safe, particularly those who may be vulnerable or face additional barriers, including children with SEND, children with a social worker (current or previous), young carers, pupils with attendance concerns, children in kinship care, and those experiencing mental health difficulties.
- Foster a safe, inclusive and supportive environment in which children feel able to discuss concerns, seek help, and achieve their best outcomes.
- All staff should know who the Headteacher, DSL, Deputy DSL (DDSL), Safeguarding Governor, and Chair of Governors are.
- Receive effective safeguarding and child protection training, including online safety, filtering and monitoring, as part of induction and through regular updates, enabling them to fulfil their safeguarding responsibilities effectively.
- Be alert to indicators of abuse, neglect, exploitation, modern slavery, child-on-child abuse, harmful sexual behaviour, serious violence, radicalisation and extremism, and emerging risks, including those associated with technology, artificial intelligence (AI), misinformation, disinformation and online harms.
- Recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, and be alert to its impact on their welfare, wellbeing, mental health and willingness to seek help, ensuring any concerns are appropriately considered within safeguarding practice.
- Recognise that attendance concerns, persistent absence, and children who are absent from or missing education may be indicators of abuse, neglect, exploitation or other safeguarding concerns and should be acted upon promptly.
- Understand that abuse, neglect and exploitation can occur within the home, outside the home, online, or through peer groups and wider community contexts, and that safeguarding issues rarely occur in isolation.

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- Exercise professional curiosity and be aware that children may not feel ready, or know how, to disclose abuse, neglect or exploitation, which should not prevent staff from identifying, discussing and sharing concerns with the DSL.
- Know how to respond appropriately to a child making a disclosure, never promising confidentiality, and reassuring children that they will be listened to and supported.
- Take timely action on safeguarding concerns, in line with Academy procedures, legislation and LA procedures, ensuring high-quality record keeping, and effective collaboration with relevant agencies.
- Understand local safeguarding partnership arrangements, Family Help processes, and referral pathways to Children's Social Care, the Police and other relevant agencies, and contribute effectively to assessments, plans and multi-agency working where required.
- Identify children who may benefit from Early Help or Family Help intervention and raise concerns at the earliest opportunity.
- Maintain a zero-tolerance approach to child-on-child abuse, sexual violence, sexual harassment, discrimination and all forms of abuse or harmful behaviour.
- Promote protective factors such as self-esteem, confidence, supportive friendships, and trusted adults.
- Embed safeguarding and preventative education throughout the curriculum.
- Contribute to the continuous improvement of safeguarding practice through reflection, training, professional challenge and adherence to current statutory guidance.

DSL (and Deputies)

As a senior leader, the DSL takes lead responsibility for all aspects of safeguarding and child protection, including online safety and understanding the filtering and monitoring systems. Their full responsibilities are outlined in KCSIE and in their job description.

The DSL will:

- Ensure compliance with KCSIE and all statutory safeguarding requirements.
- Promote and maintain a strong whole-school safeguarding culture.
- Support staff to fulfil their safeguarding responsibilities effectively.
- Ensure children feel safe, protected and listened to.
- Be available during term time and ensure appropriate cover arrangements are in place during periods of absence.
- Liaise regularly with the Headteacher, including regarding Police investigations and statutory support arrangements such as Appropriate Adult support and the Police and Criminal Evidence Act 1984 (PACE Code C).
- Work closely with the Attendance Lead, Designated Teacher, the Special Education Needs Coordinator (SENCO), Senior Mental Health Lead where safeguarding concerns arise.
- Complete the annual Local Authority safeguarding audit and submit to the Regional Director and Trust Head of Safeguarding.
- Ensure Deputy DSLs receive appropriate training, induction and support.
- Work closely with the Trust Head of Safeguarding and external safeguarding partners.
- Ensures the Safeguarding Action Plan (SAP) is robust and regularly reviewed.

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Headteacher

The Headteacher ensures that the leadership and management of safeguarding and child protection is robust and compliant.

The Headteacher will:

- Ensure safeguarding arrangements are robust, effective and compliant with statutory requirements.
- Ensure Trust safeguarding policies, procedures and expectations are consistently implemented.
- Meet regularly (at least weekly) with the DSL to review safeguarding concerns, risks and actions.
- Ensure safeguarding trends, lessons learned and emerging risks are reported to Governors and the Trust Head of Safeguarding.
- Work with the DSL, Office Manager and relevant staff to ensure the Single Central Record remains compliant.
- Ensure safeguarding is a standing agenda item at relevant leadership and pastoral meetings.
- Support a culture of professional curiosity, challenge and continuous improvement.
- Ensure the Academy engages with internal and external safeguarding reviews and acts upon recommendations.
- Lead on the management of allegations against staff and low-level concerns in accordance with Trust procedures.

The Designated Teacher (DT)

The DT will:

- Promote the educational achievement, attendance, wellbeing and wider outcomes of children looked after, previously looked after children, children in kinship care and children with a social worker
- Work collaboratively with the Virtual School and other relevant professionals to ensure that children receive appropriate help, support and advocacy. This includes monitoring attendance, progress, attainment and engagement, ensuring Personal Education Plans (PEPs) are completed and reviewed in a timely manner, and contributing to multi-agency planning where appropriate
- Advocate for children looked after (CLA), previously looked after children (PCLA), children in kinship care and children with a social worker, helping to identify and remove barriers to education, promote high aspirations and support positive educational and safeguarding outcomes.

The Local Governing Committee (LGC)

The LGC provides strategic challenge, support and scrutiny and seeks assurance that safeguarding arrangements are effective, and statutory duties are being met.

The LGC will:

- Ensure effective safeguarding policies and procedures are in place and implemented.
- Monitor safeguarding practice within the Academy, including activities delivered by external providers and out-of-school settings.
- Receive and scrutinise safeguarding reports, data and trends.
- Provide appropriate challenge to leaders regarding safeguarding performance.

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- Support the development of a strong safeguarding culture, that is inclusive and anti-discriminatory, where racism and other forms of discriminatory behaviour are recognised, challenged and addressed, and where the best interests of the child underpin all safeguarding policies, systems and practices.
- Appoint a Safeguarding Governor to oversee safeguarding matters.
- Undertake safeguarding monitoring visits and activities.
- Ensure all Governors receive safeguarding and online safety training on induction and regular updates thereafter.
- Oversee filtering and monitoring arrangements to ensure they meet Department for Education expectations.
- Receive and review an annual safeguarding report and self-assessment (Section 157).

Board of Trustees

The Board of Trustees holds ultimate strategic accountability for safeguarding across the Trust (regardless of any delegated responsibilities), ensuring compliance, professional scrutiny, reviewing and seeking assurances regarding effective safeguarding arrangements and identified risks.

The Trust Head of Safeguarding works closely with the Safeguarding Trustee and provides regular reports to the CEO and Board of Trustees regarding safeguarding performance, risks, emerging issues and mitigation strategies. The Trust Head of Safeguarding may escalate concerns directly to Trustees where necessary.

4. Safeguarding Training

Safeguarding training and awareness will take place regularly and at least annually throughout the academic year for all staff, governors and trustees. This will include signs of abuse, neglect, exploitation, modern slavery, online safety (filtering and monitoring) and emerging safeguarding risks including artificial intelligence (AI), deepfakes, misogyny, online misinformation, harmful sexual behaviour and serious violence. This will take place through induction, briefings, formal training courses and ongoing development. A full list of mandatory training requirements is set out in the Trust's Safeguarding Compliance Training Framework. The training framework is supported by the use of The National College platform, Home Office courses, LA training and Safeguarding Network resources. All completed training will be recorded on the Trust Central Logging Spreadsheet and certificates securely stored.

The Academy will also complement this training framework in response to statutory requirements and their local context.

The DSL and DDSL(s) will complete, as a minimum, DSL Level 3 targeted Designated Safeguarding Lead Training. This will be updated every two years in accordance with guidance.

5. Taking Action

The priority is for all safeguarding and welfare concerns to be raised in a timely manner to the DSL, DDSL and/or the relevant external service such as CSC. All staff have a duty to report safeguarding concerns relating to pupils and concerns about adults working with children.

Staff are aware that CYP may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and / or sexual orientation or language barrier.

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All staff are aware of the current DfE guidance for those children who are questioning their gender. Decisions will be made on an individual basis, taking into account safeguarding, wellbeing, educational needs, parental involvement (unless, in rare circumstances, doing so would place the child at greater risk of harm), privacy considerations, and relevant professional advice. Decision making, actions and alternative arrangements offered will be regularly reviewed and clearly recorded.

The DSL or DDSL should always be available to discuss safeguarding concerns. Appropriate cover arrangements are in place out of hours/out of term activities, contact information can be found in **Appendix 1.**

If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from CSC or LADO. Relevant contact details can be found within **Appendix 1.**

In all cases where there is a serious safeguarding concern, this must be discussed with the Headteacher. The Headteacher must inform their Regional Director and share as appropriate with the Trust Head of Safeguarding.

6. Responding to Pupil Safeguarding Concerns

All staff, including visitors, have a responsibility to act promptly on safeguarding concerns and follow the Academy's safeguarding procedures. Staff should refer to the procedure outlined in **Appendix 3.**

If a child is in immediate danger, or is at risk of significant harm, staff must inform the DSL or DDSL verbally and without delay. If immediate action is required and the DSL, DDSL or member of SLT is not available, staff should contact CSC and/or the Police directly. Recording on the Child Protection Online Monitoring System (CPOMS) must never delay action.

Where a member of staff makes a referral directly, they must inform the DSL as soon as possible. Telephone referrals should be followed up in writing.

Where a referral is made to CSC, an outcome should usually be received within one working day. If no response is received, the DSL (or person making the referral) must follow this up.

Parental consent is not always required before sharing information or making a referral. Parents/carers will normally be informed unless doing so would place a child at increased risk of harm, we are advised not to or where it has not been practicable to do so and would delay our safeguarding response.

When considering concerns, staff should take account of the wider context of the child's life, including:

- Contextual safeguarding and extra-familial harm
- Exploitation
- Online safety
- Attendance
- Family circumstances
- The child's wishes, views and lived experiences.

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All staff understand that Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of child abuse. Where exploitation is suspected, the Academy will work with CSC, the Police and other relevant agencies.

All staff understand that concerns relating to knife possession, access to weapons or serious violence must be reported immediately to the DSL and considered within a safeguarding context, recognising that children involved may be at risk of harm, exploitation or other forms of extra-familial harm. The Academy will consider the Home Office and Ministry of Justice's Government Guidance for Child Knife Possession Offences, which outlines the Government's expectations when a child is found in possession of a knife or bladed article.

Pupils are encouraged to report concerns and can do so through a range of mechanisms, for further details refer to **Appendix 1**. All concerns will be taken seriously, and children will be listened to and supported.

All CYP safeguarding concerns; decisions and actions must be recorded on using CPOMS StudentSafe in accordance with the Academy's record keeping procedures.

Training is provided to staff to support them when responding to a safeguarding concern and disclosure**.** An overview of the general principles is set out in **Appendix 4.** Staff understand they are unable to promise confidentiality and will explain to CYP the reasons they will need to pass on information**.** All staff will listen carefully and be supportive, take disclosures seriously and be reassuring.

In line with our mandatory duty, we will notify our LA if we become aware of any private fostering, to allow them to check that the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, a person with parental responsibility for them, or a relative, in their own home.

Where professionals disagree with decisions or outcomes, the Academy will follow the Local Authority's Professional Challenge and Escalation Procedure.

Further information on local referral pathways can be found in **Appendix 1** of this policy and via https://www.gov.uk/report-child-abuse-to-local-council.

7. Communication with Parents and Carers

When working with parents and carers, our approach is informed by the principles set out in Working Together to Safeguard Children 2026. We will:

- **Maintain a child-centred approach** by ensuring that the child's safety, welfare and best interests remain paramount.
- **Work in partnership with parents and carers**, valuing their views and promoting open, honest and respectful communication.
- **Communicate clearly and transparently**, ensuring families understand concerns, decisions, expectations and available support, unless doing so would place a child at increased risk of harm.
- **Respect diversity and individual circumstances**, treating all families fairly, respectfully and without discrimination.

In addition, the Academy will:

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- Ensure parents/carers understand the Academy's safeguarding responsibilities and procedures;
- Involve parents/carers in safeguarding processes wherever appropriate and safe to do so
- Seek advice from CSC before informing parents/carers where this may increase risk to a child or compromise a safeguarding enquiry;
- Provide parents/carers with safeguarding information and guidance, including how to support their child to be safe in school, in the community and online
- Ensure parents/carers are aware of the Academy's online safety, filtering and monitoring arrangements; and
- Have regard to DfE guidance Understanding and Dealing with Issues Relating to Parental Responsibility.

8. Female Genital Mutilation (FGM), Preventing Radicalisation and Mental Health

FGM, radicalisation and mental health concerns may all present safeguarding risks and require appropriate action. Staff receive training on these areas and must follow Academy safeguarding procedures where concerns arise.

There is an FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). FGM is illegal in the UK and a form of child abuse.

The Prevent Duty (under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) requires schools to have due regard to the need to prevent people from becoming terrorists or supporting terrorism.

To support compliance with the Prevent Duty each Academy will complete the Prevent risk assessment annually Prevent duty: risk assessment templates - GOV.UK.

As part of managing the risk of radicalisation, Academies will ensure that appropriate due diligence, risk assessment and supervision arrangements are in place for all visiting speakers and external visitors. This includes considering the suitability of the speaker, the purpose and content of the visit, any safeguarding or reputational risks, the age and vulnerability of pupils attending, and the level of supervision required. Visiting speakers must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Appropriate arrangements may include:

- Risk assessing the visit in advance
- Reviewing the purpose, content and intended audience
- Seeking additional information about the speaker or organisation
- Ensuring staff supervision throughout the event where appropriate
- Providing balanced viewpoints where sensitive topics are discussed
- Making adjustments, postponing or cancelling events where safeguarding concerns are identified

Each Academy has an important role in promoting, supporting and protecting the Mental Health of their pupils. Mental health problems can, in some cases, be an indicator that a child

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has suffered or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences.

FGM	Radicalisation	Mental Health
Teachers have a statutory duty to make a personal report to the Police (via 101) if, in the course of their professional duties, they are informed by a girl under the age of 18 that FGM has been carried out on her, or they observe physical signs that appear to show FGM has been carried out. Teachers should not examine children to determine whether FGM has occurred. Following a report to the Police, the teacher must inform the DSL immediately and a referral should be made to Children's Social Care in line with local safeguarding procedures. **The mandatory reporting duty applies only to known cases of FGM.** Concerns that a child may be at risk of FGM, or suspected cases where FGM is believed to have occurred but has not been disclosed or identified directly, should be discussed with the DSL without delay. The DSL will consider the need for referrals to Children's Social Care and/or the Police in accordance with local procedures. Any member of staff who has concerns that a child is at risk of FGM, or who receives information indicating that FGM may have taken place, must report this immediately to the DSL and follow the school's safeguarding procedures.	If there is an immediate threat, call 999. If you have concerns that a pupil may be at risk of radicalisation, discuss this with the DSL immediately. This may then include making a Prevent referral.	Where a pupil's mental health concern is also a safeguarding concern, or where there is concern that a safeguarding issue is having an adverse impact on a pupil's mental health, staff must follow the academy's **Responding to Pupil Safeguarding Concerns Procedure** and report concerns to the DSL or DDSL without delay. Staff should be particularly vigilant to concerns relating to: • Self-harm. • Suicidal thoughts or ideation. • Suicide attempts. • Eating disorders. • Severe anxiety. • Depression. • Trauma. • Emotional distress linked to abuse, neglect or exploitation. If a child is at immediate risk of serious harm or requires an emergency response, staff must call **999** immediately. If urgent mental health support is required and there is no immediate danger, staff can contact **NHS 111 and select the mental health option**, whilst also informing the DSL or DDSL as soon as possible.

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Staff should always act in the best interests of the child and should not inform parents/carers if doing so may place the child at increased risk of harm.		Where concerns do not meet the threshold for statutory intervention, but support is required, the DSL will consider appropriate pastoral, educational, health, family help or specialist mental health support and ensure the child receives timely intervention.

9. Child-on-Child Abuse, including Harmful Sexual Behaviour (HSB), Sexual Harassment and Sexual Violence

The Academy adopts a **zero-tolerance approach to all forms of child-on-child abuse.** Child-on-child abuse can occur both online and offline and will never be tolerated or dismissed as "banter", "part of growing up", "boys being boys" or similar. Child-on-child abuse may include:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- Discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents;
- Abuse within intimate personal relationships between children;
- Physical abuse, including hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm;
- Serious violence, including assault, the possession or use of a weapon, and threats of violence involving a weapon;
- Harmful sexual behaviour (HSB);
- Sexual violence and sexual harassment;
- Coercive, controlling, intimidating or exploitative behaviour;
- Causing another child to engage in sexual activity without consent;
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos;
- AI-generated sexual images, manipulated images and deepfakes;
- Upskirting; and
- Initiation or hazing-type violence and rituals.

All staff should maintain an attitude of "it could happen here", recognising that the absence of reports does not mean abuse is not occurring.

We promote respectful relationships, consent, equality and inclusion, and actively challenge misogyny, sexist language, harmful stereotypes and behaviours that normalise abuse through the curriculum, pastoral activities, culture and safeguarding practices.

The Academy will respond appropriately to all reports and concerns of child-on-child abuse, whether they occur online or offline and/or inside or outside of school. Reports of HSB, sexual harassment and sexual violence will be responded to in accordance with Part Five of KCSIE, local safeguarding procedures, and advice from CSC and the Police.

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Both the child who has experienced harm and the child alleged to have caused harm will receive an appropriate safeguarding response and be offered support.

Specifically, all allegations of sexual violence, as defined by KCSIE and the Sexual Offences Act 2003, will be treated as potential criminal matters. The DSL will consult with the Police and CSC to determine the most appropriate multi-agency safeguarding response.

The Academy recognises that HSB exists on a continuum and can range from inappropriate behaviour to sexual harassment, sexual assault and sexual violence. All incidents will be considered within a safeguarding and child protection context. Whilst any report will be taken seriously, staff are aware it is more likely that girls will be the victims of HSB, sexual violence and sexual harassment and more likely it will be perpetrated by boys.

The Academy will follow the procedure outlined in section 9 of this policy. Appropriate action may include risk assessments, safety plans, support for the children involved, parental involvement, referrals to CSC and/or the Police, and further measures in line with our behaviour policy.

In addition:

- Where possible we will manage reports of HSB, sexual violence, and sexual harassment with two members of staff present (preferably including the DSL).
- **Where there has been a report of sexual violence, an immediate risk assessment will be completed (see risk assessment section for more information).** This will consider the safety, protection and support needs of:
  - The child who has experienced harm;
  - The child alleged to have caused harm; and
  - Any other children who may be affected.
- The risk assessment will be reviewed regularly and updated in response to new information, changing circumstances, the outcome of external agency involvement, or the needs of the children involved. Where required, a safeguarding safety plan will be implemented to reduce risk and support all children involved.
- We will review cases in line with typical sexual development and behaviour resources, including https://learning.nspcc.org.uk/child-health-development/sexual-behaviour and https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf.
- Where a report includes an online element, including nude or semi-nude images, AI-generated imagery, manipulated content or deepfakes, staff will follow the most recent https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people guidance. Staff must not view, copy, print, share or forward indecent images of children unless there is no alternative and doing so is unavoidable for safeguarding purposes.
- Where appropriate, staff will follow the Department for Education's **Searching, Screening and Confiscation** guidance. Devices may be searched, screened, confiscated and secured in accordance with statutory guidance and school procedures to safeguard children and preserve evidence. Where necessary, devices will be handed to the Police for further investigation.

10. Critical Incidents, Including a Child Death

In the event of a critical incident, the Academy will act immediately and follow the Critical Incident procedures applicable within its Local Authority area and the Child Death Review Process outlined in Working Together to Safeguard Children guidance. The Academy will

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also refer to https://winstonswish.org/supporting-you/ and https://uktraumacouncil.org/ for further support and information.

11. Record Keeping

The Academy maintains accurate, timely and secure safeguarding records using CPOMS.

Safeguarding records will include:

- Details of the concern, incident or disclosure (including date and location)
- Actions taken and outcomes
- Decisions reached and the rationale for decision-making
- Discussions with colleagues, parents/carers and external agencies
- Referrals to children's social care, family help, youth justice and other agencies, regardless of outcome
- The child's wishes, views and lived experiences, where appropriate
- A clear chronology and summary of current and historic safeguarding concerns.

Safeguarding records are stored securely within a separate child protection record for each child and are managed in accordance with the Academy's information sharing, retention and data protection procedures.

When recording information on CPOMS, staff must ensure records are:

- **Professional** – written clearly, using appropriate language and avoiding jargon.
- **Objective** – factual, descriptive and free from assumptions.
- **Accurate** – distinguishing between fact, opinion and third-party information, and using the child's own words where possible.
- **Child-Centred** – reflecting the child's wishes, views and lived experiences.
- **Timely** – as soon as possible and, wherever practicable, on the same day
- **Succinct** – clear and concise whilst including all relevant information.
- **Evidenced** – supported by relevant documentation where appropriate.
- **Action-Focused** – including actions taken, decisions made and next steps.

Indecent images or videos of children must never be uploaded to CPOMS.

The quality of safeguarding records is monitored regularly by safeguarding leaders. In addition, a formal CPOMS deep dive review of record keeping is completed termly to identify strengths, themes, learning and areas for development.

12. Confidentiality and Information Sharing

The Academy recognises that the Data Protection Act 2018 (DPA 2018) and UK GDPR do not prevent, or limit, the sharing of information where this is necessary to safeguard and promote the welfare of children. Fears about sharing information must not be allowed to stand in the way of protecting children.

Our approach is informed by:

- **ICO guidance:** https://ico.org.uk/for-organisations
- **DfE Information Sharing Advice:** https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Information will be shared on a **need-to-know basis** and only where it is necessary, proportionate, relevant, adequate and accurate to protect a child or promote their welfare.

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The Academy will work effectively with safeguarding partners and other agencies and will share information promptly where there is a safeguarding concern. This includes receiving and acting upon information through Operation Encompass, which supports communication between the Police and schools where a child has experienced domestic abuse.

All safeguarding and child protection records will be held securely and managed in accordance with the Academy's data protection, records management and retention procedures.

Requests to access safeguarding or child protection records must be referred immediately to the DSL or Headteacher and will be managed in accordance with relevant data protection and safeguarding legislation.

Where a child transfers to another school or educational setting, the Academy will record the new school and expected start date, and child protection records will be transferred securely and separately from the main pupil file **within five working days of an in-year transfer, or within the first five working days of a new term**. A receipt of transfer will be obtained and retained.

In all cases of sharing information, we take into consideration sharing only the information that is necessary, proportionate for the intended purpose, relevant, adequate, and accurate.

13. Attendance

Attendance concerns should always be viewed through a safeguarding lens.

The Academy will monitor the attendance, absence and punctuality of all CYP, recognising that children who are absent from education, persistently absent or severely absent may be at increased risk of abuse, neglect, exploitation and other safeguarding concerns.

The Academy will act promptly where attendance concerns are identified and will follow Attendance and Children Missing Education procedures outlined in **Appendix 1**, Working together to improve school attendance - GOV.UK and Children Missing Education: Statutory Guidance for Local Authorities and Schools.

Where attendance concerns indicate a safeguarding risk, the Academy will work with CSC, the Police and other relevant agencies as appropriate. This includes concerns regarding a child's whereabouts, their commencement at a new setting, and requests for alternative arrangements, including part-time timetables or Elective Home Education (EHE).

Children who have a social worker, youth justice involvement, or other identified vulnerabilities will receive additional consideration. Relevant professionals will be informed of safeguarding attendance concerns, suspensions or potential permanent exclusions where appropriate.

Any alternative arrangements to full-time education, including part-time timetables, will be implemented in accordance with Department for Education guidance and subject to appropriate review and risk assessment.

The Academy expects parents/carers to provide at least two emergency contacts and to keep contact details up to date.

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14. Alternative Provision (AP)

Where a CYP attends Alternative Provision (AP), the Academy retains overall responsibility for safeguarding and promoting the child's welfare. The Academy will ensure arrangements are in line with the Reach South Academy Trust Alternative Provision Framework, Department for Education Arranging Alternative Provision - guide for LAs and schools guidance and LA procedures.

The Academy will:

- Obtain written assurance that appropriate safeguarding and safer recruitment checks have been completed for staff working with the child and be notified of any changes that put the child at risk
- Ensure the provision is safe and able to meet the child's educational, pastoral and safeguarding needs
- Complete regular reviews, at least half termly, to monitor attendance, progress, wellbeing and the suitability of the placement
- Maintain regular communication with the provider, child, parents/carers and relevant professionals
- Follow up attendance concerns and safeguarding incidents promptly
- Know where (including the address) the child is receiving education during school hours; and
- Review any safeguarding concerns immediately and, where necessary, reconsider or terminate the placement until appropriate safeguards are in place.

15. Out-of-School Settings

Where services, activities or provision are delivered by an external organisation using Academy premises, the Academy will undertake appropriate due diligence in line with Keeping Children Safe in Out-of-School Settings guidance and Trust procedures.

The Academy will:

- Seek assurance that appropriate safeguarding and child protection policies, procedures and reporting arrangements are in place
- Ensure appropriate arrangements exist for sharing safeguarding concerns with the academy where relevant
- Incorporate safeguarding requirements into lease, licence or hire agreements, using the trust lettings agreement
- Ensure the provider complies with safeguarding expectations and relevant statutory guidance
- Seek assurance that safeguarding arrangements and remain effective throughout the period of use

The governing body will seek assurance that appropriate due diligence and safeguarding arrangements have been completed for all relevant out-of-school settings operating from Academy premises.

Where concerns arise regarding an external provider's safeguarding arrangements, appropriate action will be taken, which may include the suspension or termination of the agreement.

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If the Academy receives an allegation relating to an individual or organisation delivering activities on the school site, it will follow its safeguarding and allegations procedures and consult the Local Authority Designated Officer (LADO) where appropriate.

16. Risk Assessment and Safety Planning

Where concerns about a child's welfare, safety or wellbeing are identified, the Academy will assess and manage risk appropriately and take proportionate action to reduce identified risks.

Day-to-day responsibility for completing safeguarding risk assessments and safety plans will usually be delegated to the DSL or another appropriate member of staff. The Headteacher retains overall responsibility for ensuring safeguarding risks are appropriately assessed, managed and reviewed.

Risk assessments and safety plans may be used as part of the Academy's response to a safeguarding concern and may be incorporated into wider support plans, including behaviour, attendance, healthcare, education or reintegration plans.

The Academy's approach to risk assessment and safety planning will be:

- Child-centred
- Proportionate to the identified risk
- Informed by the child's wishes, views and lived experience
- Supported by multi-agency working where appropriate
- Regularly reviewed and updated

Further guidance on the development, implementation and review of safeguarding risk assessments and safety plans can be found in **Appendix 5.**

17. Online Safety

The Academy recognises the importance of safeguarding CYP from potentially harmful and inappropriate online material and understands that technology is a significant component of many safeguarding and wellbeing issues.

Online safety forms part of the Academy's wider safeguarding responsibilities. Technology can be a significant factor in a range of safeguarding concerns, including child-on-child abuse, harmful sexual behaviour, bullying, criminal and sexual exploitation, radicalisation and extremism.

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

- Content: being exposed to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this, including peer pressure, commercial advertising, grooming and exploitation for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm, including cyberbullying, online abuse, and the consensual and non-consensual sharing of self-generated intimate images and videos, including AI-generated imagery and deepfakes.

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- Commerce: risks associated with online gambling, inappropriate advertising, phishing, scams and financial exploitation.

Regular online safety education, training and awareness raising takes place for staff, pupils and parents/carers. This includes emerging technologies, artificial intelligence (AI), online exploitation, cyber security, misinformation and safe online behaviours.

Any safeguarding concerns relating to online safety, filtering or monitoring must be reported immediately to the DSL or DDSL and recorded on CPOMS.

Reach South Academy Trust uses Securly software to provide filtering and monitoring across all academies. Filtering and monitoring arrangements are proportionate to each Academy's safeguarding needs and meet the DfE's Filtering and Monitoring Standards.

The effectiveness of filtering and monitoring systems will be formally reviewed and recorded at least annually. In addition to the Trust's central IT monitoring and testing, the Academy will complete testfiltering.com checks three times per year (Autumn, Spring and Summer Terms), on a range of internet-connected devices. Findings will be recorded and reported to the Governing Body.

The Academy will also complete the Trust Online Safety Audit Tool annually and implement any actions identified.

Further information can be found in in the Online Safety and Acceptable Use Policy.

18. Use of Mobile Technology

The Academy supports a mobile-phone-free learning environment and recognises the safeguarding, wellbeing, behavioural and educational benefits of restricting the use of personal mobile devices during the school day.

In line with DfE guidance, pupils are not permitted to use mobile phones during the school day unless there is a specific educational, medical or safeguarding reason agreed by the Academy. The Academy's arrangements for the possession, storage and use of mobile devices are set out within the Mobile Phone Policy.

All staff must use mobile devices, cameras and other technology in accordance with the Appropriate Workplace Behaviour Policy and relevant Trust procedures. Mobile phones and camera-enabled devices must not be used within EYFS provision unless expressly authorised by the Headteacher. Personal devices must be stored securely when not in use. No digital devices are permitted in areas where intimate care takes place.

Parents/carers must respect Academy expectations when visiting the school site regarding mobile phone usage, whereby the use of mobile phones is not permitted unless explicitly authorised for certain events. Parents/carers should be reminded that the publication, sharing or distribution of images may be unlawful in some circumstances.

Expectations regarding the possession, storage and use of mobile phones and other smart devices are set out within the Academy's Acceptable Use and Mobile Phone Policy These arrangements are designed to support safeguarding, learning, behaviour and wellbeing.

Academy specific mobile phone arrangements are detailed in **Appendix 1.**

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Any misuse of mobile technology that presents a safeguarding concern will be managed in accordance with the Academy's safeguarding procedures, Behaviour Policy and the Department for Education's **Searching, Screening and Confiscation** guidance.

19. Safer Recruitment, Allegations Against Staff and Low-Level Concerns

The Academy is committed to safeguarding children through robust safer recruitment processes and the effective management of concerns relating to adults working with children. Recruitment and selection procedures are conducted in accordance with Part 3 and 4 of KCSIE 2026.

Appropriate checks are completed for staff, volunteers, supply staff, contractors, trainee teachers and other individuals working with children. All required checks are recorded on the Single Central Record.

The Academy identifies appropriate staff to undertake safer recruitment training and completes half-termly reviews of the Single Central Record to ensure compliance and accuracy.

Staff are under an ongoing duty to inform the Academy of any change in circumstances that may affect their suitability to work with children, including circumstances that may result in disqualification under the Childcare Act 2006 or otherwise impact their suitability to work with children.

The Academy promotes a culture of openness, trust and transparency, where concerns are identified, discussed and acted upon promptly. All staff are expected to maintain high standards of professional conduct in accordance with the Appropriate Workplace Behaviour Policy.

The Academy operates separate Allegations Against Staff and Low-Level Concerns procedures in accordance with Part Four of KCSIE 2026. All staff must report, without delay, any concern about the conduct of an adult working with children, including concerns that do not meet the harm threshold.

Allegations that an adult has: harmed a child, or may have harmed a child, committed a criminal offence against or related to a child, behaved in a way that indicates they may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children will be managed through the Allegations Against Staff procedure and referred to the LADO where appropriate.

Concerns that do not meet the allegations threshold but are inconsistent with the staff code of conduct or Appropriate Workplace Behaviour Policy will be managed as low-level concerns.

Concerns should be reported as follows:

- Concerns about a member of staff, volunteer, contractor, supply teacher or trainee teacher should be reported to the Headteacher using the relevant Trust reporting system.
- Concerns about the Headteacher should be reported to the Regional Director.
- Concerns relating to the Trust CEO should be reported to the Chair of Trustees.
- Concerns relating to Trust Central Staff should be reported to their Executive Director.
- Where there is a conflict of interest, concerns may be reported directly to the LADO.

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Immediate safeguarding concerns should also be referred to CSC and/or the Police as appropriate.

The Headteacher will provide regular updates regarding allegations and low-level concerns to the Regional Director and relevant People Business Partner.

The Headteacher will also ensure that the People Business Partner and Trust Head of Safeguarding are informed where appropriate, particularly where:

- The next steps are unclear;
- Concerns are complex or multiple concerns have been raised;
- There is a pattern of concerns;
- A LADO consultation or referral has taken place; or
- Safeguarding risk requires additional oversight or escalation.

Where a member of staff is dismissed, would have been dismissed had they not resigned, or otherwise meets the relevant criteria, referrals will be made to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and/or other relevant professional bodies as required.

Where the Academy provides EYFS provision and subject to the EYFS Framework:

- It will notify Ofsted of any allegations of serious harm or abuse, serious safeguarding incidents and any other notifiable events in accordance with the EYFS Statutory Framework and Ofsted requirements.
- Staff or volunteers must not be permitted to begin working within the setting covered by the EYFS framework until the school has received the enhanced DBS certificate, **including** barred list information.

Staff who have concerns about safeguarding practice, the conduct of colleagues, leadership decisions or the management of safeguarding concerns may raise these through the Trust's Whistleblowing Policy. Concerns will be taken seriously, investigated appropriately and addressed promptly. Staff may also contact the NSPCC Whistleblowing Advice Line on 0800 028 0285 if they do not feel able to raise concerns internally.

20. Sites and Premises

Reach South Academy Trust is committed to ensuring that its premises provide a safe, respectful and secure environment for all children, staff and visitors.

In accordance with current legislation, DfE guidance and safeguarding requirements, Academies must maintain appropriate single sex spaces, including toilets and changing facilities, and must not permit pupils to access facilities designated for the opposite biological sex. For pupils aged eight and above, toilet facilities will be designated as either male or female.

Where required, and on a case-by-case basis, an appropriate alternative facility, such as a self-contained individual toilet, may be offered. Any alternative arrangements must be reasonable, proportionate and child-centred, whilst ensuring that the privacy, dignity, safety and welfare of all children are protected and that single-sex provision is not compromised. Where individual arrangements are required, Academies will ensure that decisions are appropriately recorded, communicated and reviewed.

All staff share responsibility for site security and must report any concerns relating to the safety or security of the premises, visitors or safeguarding arrangements without delay.

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Further information regarding visitors, identification requirements and safeguarding checks can be found within the Trust's Single Central Record and Visitor Guidance.

As a minimum:

- All visitors must report to reception on arrival
- Visitors will be required to sign in and wear the appropriate identification badge or lanyard
- Identification will be checked and verified where appropriate;
- Visitors who have not undergone the required safeguarding checks will be supervised or escorted at all times
- All staff are expected to challenge any individual who is unknown, not wearing appropriate identification or appears to be on site without authorisation

The Academy will take reasonable steps to ensure that all visitors, contractors and other individuals using the site comply with safeguarding, health and safety and security expectations.

The Academy will not tolerate behaviour from any individual that threatens the safety, security or wellbeing of children, staff or visitors. Such behaviour will be treated seriously and may result in restricted access to the premises, removal from site and/or Police involvement where appropriate. The Academy reserves the right to refuse access to the site in accordance with its legal powers, including those available under Section 547 of the Education Act 1996.

Health and safety incidents will be managed and reported in accordance with the Trust's Health and Safety Policy and relevant statutory requirements, including RIDDOR where applicable.

21. Related Policies and Documentation

This policy should be read alongside the following policies:

• Appropriate Workplace Behaviour Policy
• Allegations Against Staff Policy
• Low-Level Concerns Policy
• Whistleblowing Policy
• Attendance Policies, including:
  ○ Attendance Model Policy
  ○ Children Missing Education Policy
  ○ Children Who Cannot Attend School Policy
• Behaviour Policy
• Intimate Care Policy (where applicable)
• Use of Reasonable Force and Restrictive Interventions Policy
	• Online Safety Policy
	• ICT and Acceptable Use Policies
	• Mobile Phone Policy / Mobile Technology Procedures
	• SEND Policy
	• Supporting Pupils with Medical Needs Policy
	• Alternative Provision Framework
	• Health and Safety Policy
	• Equality, Diversity and Inclusion Policies
	• EYFS Policy (where applicable)
	• Data Protection Policy

The full suite of Trust policies can be found here: https://www.reachsouth.org/policies

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22. Policy History

Date	Summary of change	Contact	Policy Implementation Date	Review Date
09/10/2023	New Policy	Emma Twell	09/10/2023	August 2024
16/09/2024	Policy Updated	Debbie Innes-Turnill	16/09/2024	August 2025
20/05/2025	Policy Reviewed, Re-Formatted and Updated	Sharna Denver	01/07/2025	August 2025
25/08/2025	Policy Updated in line with KCSIE 2025	Sharna Denver	01/09/2025	August 2025
05/03/2026	Policy Reviewed and Updated in line with guidance and Trust expectations	Sharna Denver	01/04/2026	August 2025
03/08/2026	Policy Updated in line with KCSIE 2026, and re-formatted improving consistency, clear trust wide policy and localised appendix for academies	Sharna Denver	01/09/2026	August 2027
24/09/2026	Policy updated following Trust Board feedback, updated company address, and latest KCSIE changes confirmed on 1/9/26	Sharna Denver	24/09/2026	August 2027

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23. Appendix 1: Academy Specific Safeguarding Information

Key Information	Details
Academy Name	Goosewell Primary Academy
Academy Address	Goosewell Park Road, Plymstock, PL9 9HD
Academy Website	Goosewell Primary Academy - Home

Academy Safeguarding Contacts	
Role	**Name / Contact Details**
Headteacher	Laura Warren laura.warren@goosewellacademy.org 01752 482960
Designated Safeguarding Lead (DSL)	Jo Penk joanne.penk@goosewellacademy.org 01752 482960
Deputy Designated Safeguarding Lead (DDSL)	Louise Merriman – Deputy Headteacher louise.merriman@goosewellacademy.org 01752 482960 Marc Leader – Assistant Headteacher Marc.leader@goosewellacademy.org 01752 482960
Members of staff who have also received Level 3 Safeguarding Training	Antonia Murphy – Office Manager antonia.murphy@goosewellacademy.org
Chair of Governors	Angela Jenkins angela.jenkins@reachsouth.org
Safeguarding and Child Protection Governor	Angela Jenkins angela.jenkins@reachsouth.org
The Designated Teacher (DT)	Marc Leader – Assistant Headteacher Marc.leader@goosewellacademy.org
Attendance Lead / Attendance Champion	Antonia Murphy – Office Manager antonia.murphy@goosewellacademy.org
SENCO	Louise Merriman – Deputy Headteacher louise.merriman@goosewellacademy.org

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Mental Health Lead	Jo Penk joanne.penk@goosewellacademy.org
Online Safety Lead/Filtering & Monitoring Lead	Jo Penk joanne.penk@goosewellacademy.org
Safeguarding Mailbox Email Address	safeguarding@goosewellacademy.org
Out-of-Hours / Term Time Safeguarding Contact	safeguarding@goosewellacademy.org
Academy Regional Director	Rachael Saim rachael.saim@goosewellacademy.org
Head of Safeguarding at Reach South Academy Trust	Sharna Denver
Safeguarding Trustee at Reach South Academy Trust	Dr Hester Riviere
CEO at Reach South Academy Trust	Tom Leverage

External Contacts	
Role	**Name / Contact Details**
Local Authority Children's Social Care	Telephone number: 01752 668000 – press 1 for Children's Services Email: MASH@plymouth.gov.uk Out of hours emergency: 01752 346984
Local Authority Designated Officer(s) (LADO)	LADO@plymouth.gov.uk 01752 306758.
Local Children's Safeguarding Partnership	Midland House, Notte Street, Plymouth, PL1 2EJ 01752 307535 pscb@plymouth.gov.uk
Virtual School	Email: virtualschoolteam@plymouth.gov.uk Tel: 01752 307009
Reporting Emergencies	999
Reporting Police Non-Emergencies	101
Local Police Liaison Officer	Chris Maskell Email: 17503@devonandcornwall.pnn.police.uk

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Prevent Partners	Prevent & Channel Lead DfE Counter-Extremism Helpline 020 7340 7264 | counter.extremism@education.gov.uk
Online Safety Support	UK Safer Internet Centre Professional Helpline: 0344 381 4772 | helpline@saferinternet.org.uk CEOP Safety Centre: https://www.ceop.police.uk/Safety-Centre Report Harmful Content: https://reportharmfulcontent.com National Cyber Security Centre (NCSC): https://www.ncsc.gov.uk
NSPCC Helplines	NSPCC Helpline: 0808 800 5000 | help@nspcc.org.uk NSPCC Whistleblowing Advice Line: 0800 028 0285 | help@nspcc.org.uk NSPCC FGM Helpline: 0800 028 3550 | fgmhelp@nspcc.org.uk NSPCC Report Abuse in Education Helpline: 0800 136 663 | help@nspcc.org.uk

Local Safeguarding Arrangements and Procedures

We are part of Plymouth Local Authority. We follow Plymouth's multi-agency safeguarding arrangements established by the safeguarding partners. Further detail can be found here below.

Procedure	Link
Local Authority safeguarding arrangements	Front Page - Plymouth Safeguarding Children Partnership
How to make a referral to Children's Social Care	MASH Contact (Referral to Children's Social Care) - Plymouth Safeguarding Children Partnership
LADO referral	LADO Advice & Guidance for Managing Allegations Regarding Professionals and Volunteers - Plymouth Safeguarding Children Partnership
Threshold Guidance / Continuum of Need	PSCP Guidance, Toolkits & Strategies - Plymouth Safeguarding Children Partnership
Family Help	Families First Partnership - Plymouth Safeguarding Children Partnership
Escalation Procedure	Resolving Professional Differences - Plymouth Safeguarding Children Partnership
Exploitation Procedure	Exploitation Pathway - Plymouth Safeguarding Children Partnership

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Prevent Referral Pathway	Preventing Extremism | PLYMOUTH.GOV.UK
CME Procedure	Children Missing Education Procedures | PLYMOUTH.GOV.UK
Attendance & CME Procedure	Children Missing Education Procedures | PLYMOUTH.GOV.UK
Local Authority Critical Incident Procedure	Plymouth City Council Educational Psychology Service Critical Incident Response Pack
Add any other relevant links/procedures helpful for your school community	

Academy Specific Procedures

Our safeguarding arrangements reflect the needs of our pupils, families and local community. Safeguarding needs and priorities are identified through a range of mechanisms, including safeguarding audits, self-evaluations, regular reviews, data, pupil voice and local authority and community intelligence.

Our current key contextual safeguarding considerations include neglect, child-on-child abuse, emotional abuse and physical abuse. Working with our local partners and having a strong knowledge and understanding of our children and families help us recognise risks associated with our local community and risks within our setting. These are reviewed regularly through safeguarding audits, pupil voice, attendance data, CPOMS data and local knowledge.

We provide a range of internal support and interventions; The support we offer internally includes ELSA (Emotional Literacy Support Assistant) and PSA (Parent Support Advisor) support.

All staff have regular training and support from the DSL to identify CYP who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Early Help may be an appropriate intervention, that can be run internally or externally such as via the Local Authority. Our Early Help provision includes linking with multi-agency support, running EHAT meetings and TAMs/TAFs.

More information can be found here: https://plymouthscb.co.uk/earlyhelp/

Pupil Reporting Mechanisms

Pupils are encouraged to report concerns through worry boxes, trusted adults and our online reporting worry box Goosewell Primary Academy - Worrybox.

Mobile Phone Arrangements

Our arrangements are as follows:

Mobile phone handed in on arrival. On entry to the school each pupil hands in their device to school staff and these are then collected at the end of the school day.

In all settings across the Trust, Children are not permitted to use mobile phones or camera-enabled devices within any EYFS provision.

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Academy Policies

The full suite of Academy Policies can be found here**:** **Goosewell Primary Academy - Policies**

Compliance Declaration

The Headteacher and Designated Safeguarding Lead confirm that:

- Safeguarding contact information has been reviewed
- Local authority and referral pathway links and information is accurate
- Local safeguarding risks have been reviewed
- Academy specific arrangements remain accurate
- This appendix has been reviewed within the last 12 months

Name	Role	Date
Laura Warren	Headteacher	13.10.26
Joanne Penk	DSL	13.10.26
Angela Jenkins	Safeguarding Governor	13.10.26

24. Appendix 2: Key Safeguarding Definitions

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Abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Abuse can occur within the family, institutional or community settings, online or offline, and may be perpetrated by an adult or another child.

Child Criminal Exploitation (CCE) is a form of child abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. This may occur in exchange for something the child needs or wants, for the financial or other advantage of the perpetrator, and/or through violence or the threat of violence. A child may be criminally exploited even if the activity appears consensual.

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

- Is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services
- Is likely to have their health or development significantly impaired without the provision of services; or
- Is disabled

Child Protection (Section 47) refers to the processes undertaken to protect children who are suffering, or are likely to suffer, significant harm. Where there is reasonable cause to suspect significant harm, Children's Social Care has a duty to make enquiries under Section 47 of the Children Act 1989.

Child Sexual Exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the child needs or wants, and/or for the financial advantage or increased status of the perpetrator. A child may be sexually exploited even if the activity appears consensual.

Child-on-Child Abuse is abuse by one child towards another child and can occur online and offline. It may include bullying, abuse in intimate relationships, physical abuse, serious violence, harm involving a weapon, sexual violence, sexual harassment, HSB, consensual and non-consensual sharing of nude or semi-nude images, AI-generated sexual imagery, upskirting and initiation/hazing-type violence.

Children with a Social Worker may be vulnerable to abuse, neglect, exploitation, trauma and poorer educational outcomes. This includes children who currently have, or have previously had, a social worker due to safeguarding and welfare needs. They may require additional support to improve their attendance, attainment, wellbeing and educational outcomes.

Children Absent from Education particularly those who are persistently or severely absent, may be at increased risk of abuse, neglect, exploitation, radicalisation and other safeguarding concerns. Attendance should always be viewed through a safeguarding lens.

Contextual Safeguarding is an approach to understanding and responding to risks and harm that children may experience outside their families, including within peer groups, schools, communities and online environments.

Domestic abuse can include psychological, physical, sexual, financial and emotional abuse, as well as coercive and controlling behaviour. Children can be victims in their own right through seeing, hearing or experiencing the effects of domestic abuse.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on their emotional development. It may include conveying that a child is

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worthless, unloved or inadequate, serious bullying, humiliation, verbal abuse, witnessing domestic abuse, exploitation or corruption.

Family Help is support provided to children and families as soon as problems emerge, with the aim of improving outcomes, promoting children's welfare and preventing needs from escalating. Family Help may include support delivered through universal services, community-based support, targeted Family Help and specialist services, depending on the child's needs

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children which may be harmful or abusive. HSB exists on a continuum and can range from inappropriate sexualised behaviour through to sexual harassment, sexual assault and sexual violence.

Mental Health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and should be considered within a safeguarding context.

Modern slavery encompasses human trafficking, slavery, servitude and forced or compulsory labour. Children who are criminally or sexually exploited may also be victims of modern slavery.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy and throughout childhood.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates or induces illness in a child.

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups. It is a safeguarding concern that may place children at risk of being drawn into terrorism.

Safeguarding and Promoting the Welfare of Children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that occurs within or outside the home, including online
- 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
- taking action to enable all children to have the best outcomes

Serious Violence may include assault, injury, threats of violence, possession or use of weapons, and violence associated with gangs, criminal exploitation or organised crime.

Sexual Abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person’s body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse 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 as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse

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is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. **There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.**

Sexual Harassment is unwanted conduct of a sexual nature that can occur online or offline. It can create an intimidating, hostile, degrading, humiliating or offensive environment and should never be tolerated or dismissed as banter or part of growing up.

Sexual Violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault. Sexual violence can occur between children and is always a safeguarding concern.

Additional Specific Safeguarding Issues are detailed in Annex A of KCSIE.

25. Appendix 3: Responding to Pupil Safeguarding Concerns

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REACH SOUTH ACADEMY TRUST

Responding to Safeguarding Concerns

This flowchart is based on the KCSIE 2026 referral pathway and local safeguarding partnership arrangements.

1 CONCERN IDENTIFIED

- Disclosure
- Neglect
- Safeguarding attendance concern
- Mental health concern
- Child-on-child abuse
- Online safety concern
- Exploitation concern
- Radicalisation concern
- Change in behaviour or presentation

2 RESPOND

- Listen carefully
- Reassure
- Do not investigate
- Do not promise confidentiality
- Record key facts and the child's words where possible

3 IS THE CHILD IN IMMEDIATE DANGER OR AT RISK OF SIGNIFICANT HARM?

YES

4A IMMEDIATE ACTION

Immediately discuss with the DSL or DDSL.

If the DSL, DDSL or a member of SLT is unavailable, or concerns are imminent, contact:

- Children's Social Care (CSC)
- Police
- Emergency Services

Inform the DSL/DDSL as soon as possible thereafeer.

NO

INFORM DSL/DDSL

As soon as possible.

5 RECORD ON CPOMS

- Factual record
- Child's voice
- Actions taken
- Rationale and outcomes

6 DSL REVIEW AND DECISION MAKING

Considers:

- Child's wishes and views
- Safeguarding history
- Family circumstances
- Contextual safeguarding
- Vulnerabilities and protective factors
- Threshold guidance

7 LEVEL OF NEED IDENTIFIED

UNIVERSAL SERVICES / SCHOOL SUPPORT

Examples:

- Pastoral support
- Attendance intervention
- Mental health support
- SEND support
- Ongoing monitoring

FAMILY HELP

Examples:

- Family Help Assessment
- Multi-agency support
- Team Around the Family
- Lead Professional
- Targeted intervention

STATUTORY ASSESSMENT

Referral to Children's Social Care

Examples:

- Section 17 – Child in Need
- Section 47 – Child Protection
- Police involvement where appropriate

8 CHILDREN'S SOCIAL CARE RESPKING

An outcome should usually be received within one working day. If no response is received, the DSL (or person making the referral) must follow this up promptly.

9 PROFESSIONAL CHALLENGE REQUIRED?

YES

Follow the Local Authority Professional Challenge and Escalation Procedure.

NO

Continue support and monitoring.

10 REVIEW • RECORD • REASSESSE

- Update CPOMS
- Record child's voice
- Review risks
- Update safety plans and/or risk assessments
- Work with relevant agencies
- Monitor outcomes
- Re-refer if concerns escalate
- Maintain professional curiosity

KEY SAFEGUARDING PRINCIPLES

- Safeguarding is everyone's responsibility.
- The welfare of the child is paramount.
- If you have an immediate or significant safeguarding concern, report this verbally immediately to the DSL/DDSL.
- Never allow recording on CPOMS to delay action.
- If a child is at immediate risk of harm, contact Children's Social Care and/or the Police without delay.
- Always consider the child's wishes, views and lived experiences.
- Maintain an attitude of "it could happen here"
- If unsure, speak to the DSL or DDSL immediately.

REACH SOUTH ACADEMY TRUST

Working together to keep children safe.

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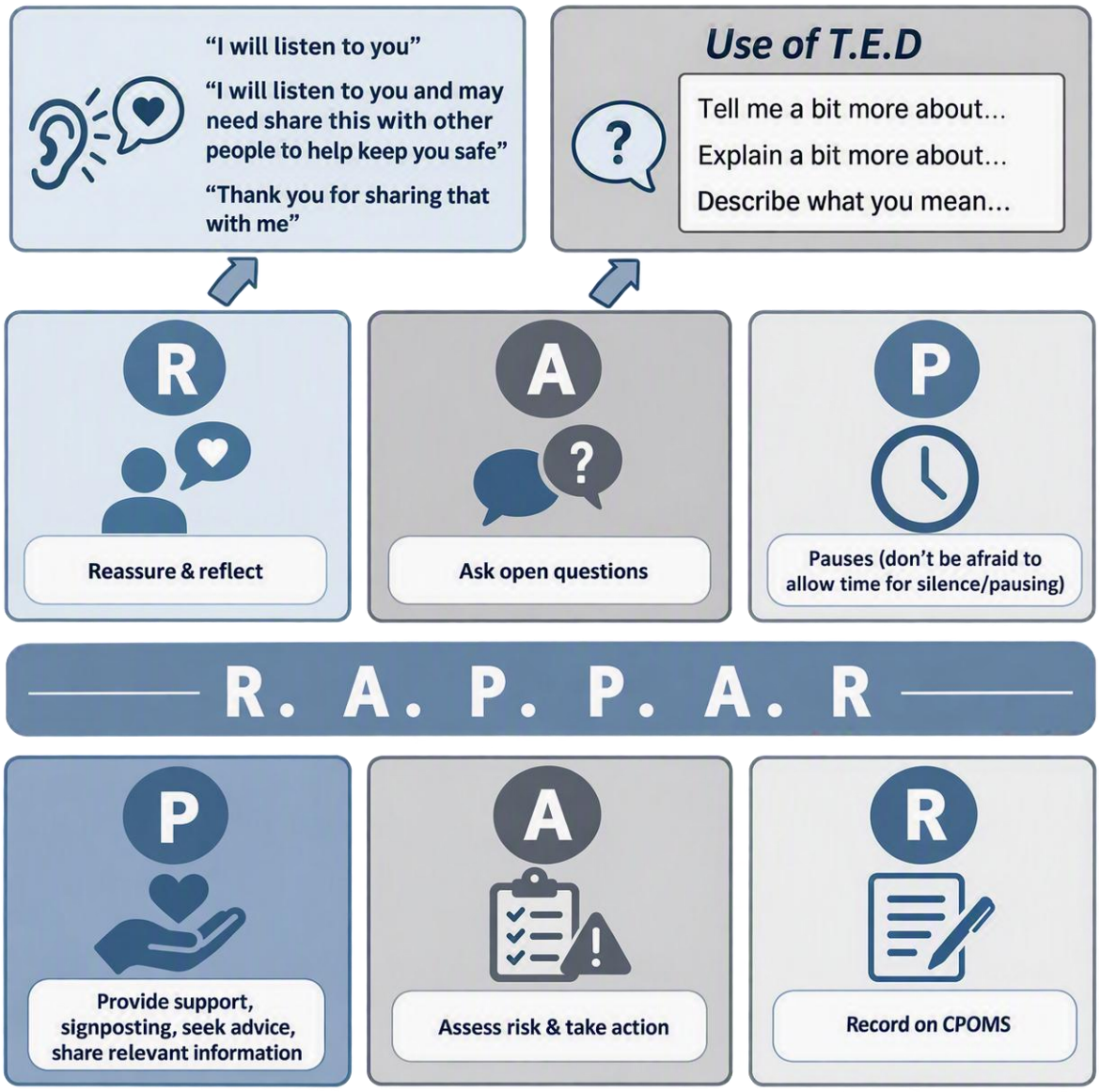
26. Appendix 4: Responding to Disclosures



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27. Appendix 5 – Risk Assessment and Safety Plan Core Principles

This checklist is to be used to ensure a consistent approach when developing safeguarding documentation for example, risk assessments, safety plans and positive handling plans.

Checklist	Completed
Initiation & Purpose	
A risk assessment or safety plan (and other relevant documents such as positive handling plan) has been initiated in response to an identified safeguarding concern, behaviour, or known risk.	
The purpose of the document is clearly stated (e.g., immediate safety planning, ongoing risk management, environmental risk reduction)	
Completion of Documentation	
The full risk assessment/safety plan template has been completed with no sections left blank	
Each identified risk has a corresponding set of protective actions and control measures.	
Risks are clearly rated (low/medium/high or RAG) using the school's chosen methodology.	
Language is clear, factual, and accessible for staff, parents/carers, and, where appropriate, the child/young person.	
Child and Parent/Carer Voice	
Child/young person's voice has been captured in a manner appropriate to their age, communication needs, and understanding.	
Parent/carer and child voice captured and gathered at (if appropriate and safe): • Initial development stage • Each review cycle (minimum half-termly)	
If parent/carer and/or child involvement presents risk, a rationale is recorded and alternative engagement routes considered.	
Multi-Agency Involvement	
Relevant agency information has been considered (e.g. social care, police, health, youth offending teams, SEND services).	
Where appropriate, agency input and sign-off/confirmation is documented (e.g. incidents involving sexual violence require police or social care oversight).	
Any updates/changes to the risk assessment have been communicated to relevant agencies.	
Roles, Responsibilities & Supervision	
For each identified risk, a named member of staff is assigned responsibility for monitoring and responding to that specific risk area.	
The staff member responsible for overseeing the risk assessment is clearly identified.	
Supervision arrangements are clearly described (e.g. 1:1 supervision, movement between lessons, breaktime monitoring, arrival/departure procedures).	
Control Measures & Safety Planning	
Control measures are proportionate, specific, realistic, and actionable.	
Environmental considerations are included (e.g., room changes, seating, travel routes, supervision points).	
Strategies consider emotional regulation, relational support, and SEND needs where relevant.	
Impact and effectiveness of control measures are regularly monitored and recorded.	

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Communication & Sharing	
The document and/or key aspects are shared clearly with the relevant members of staff, including temporary/supply staff where appropriate.	
Shared with parents/carers and signed (where appropriate).	
Child/young person signature (if appropriate).	
Clear instructions have been shared with staff regarding: • When to escalate • Whom to notify • How to record emerging concerns	
Review Cycle & Monitoring	
Review date set (minimum half-termly).	
Interim reviews are undertaken promptly if: • New concerns emerge • The risk level increases • Multi-agency guidance changes	
Updated documents are shared with relevant staff and agencies and uploaded securely i.e. Arbor or CPOMS.	
Parent/carer and child voice revisited at each review (where appropriate).	
Control measures and supervision arrangements are evaluated for effectiveness and adjusted accordingly.	
Leadership Oversight & Sign-Off	
Staff member leading the risk assessment development sign-off included.	
Headteacher sign-off throughout i.e. initial plan and subsequent reviews.	

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