Safeguarding Policy

Last Update: July 2026

ME, YOU & US

Safeguarding is everyone's responsibility.

This Policy was adopted by the Board of Trustees of TEAM Multi Academy Trust on:

Date: 11th October 2022

Signed (on behalf of the Board of Trustees): Paul Ginnings

Signed (Chief Executive Officer): Ian Thomas

Reviewed: March 2023, Sept 2023, Sept 2024 (updated March 25), Sept 2025, Sept 2026

Next review due: Autumn 2027

Key Personnel

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Safeguarding Trustees	Caroline Preston & Charly Hunter	clerk@team-mat.org.uk	01271 500300
Deputy DSL(s)*/**			
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**Out of hours contact details will be made available to staff*
***Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/hubs*

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Safeguarding Policy

1. Safeguarding statement

TEAM Multi Academy Trust (TEAM) recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff, governors, and volunteers to share this commitment. We recognise that all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation or SEND have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Safeguarding policy underpins and guides our safeguarding procedures and protocols.

2. Terminology

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 is within or outside the home, including online.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

(Working Together to Safeguard Children)

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Staff refers to all those working for or on behalf of the trust, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents, and the local authority as corporate parent.

3. Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006

- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguarding Children
- Keeping Children Safe in Education
- Information Sharing 2018
- What to do if you're worried a child is being abused

4. Policy principles, aims and values

- All children have an equal right to protection, safeguarding and opportunities, regardless of their characteristics or circumstances.
- All adults, including staff, volunteers and governors, share responsibility for safeguarding and must act on any concerns that a child may be at risk of harm.
- The Trust will provide a safe, caring and supportive environment that promotes children's wellbeing and development.
- Appropriate support will be provided to children and staff involved in safeguarding concerns.

This policy aims to:

- ensure all staff understand their responsibility to safeguard children
- provide clear guidance on how to recognise and respond to concerns
- ensure children feel safe, valued, respected and listened to
- recognise that abuse can occur in families, communities and between children
- ensure concerns are identified, recorded and acted upon promptly
- promote effective communication within school and with external agencies
- support early identification and intervention to prevent escalation
- ensure safe recruitment practices are followed
- set clear expectations for professional conduct and safe working practice

Supporting and Protecting Children:

We recognise that children who are abused or experience harm may find it difficult to seek help and may show a range of behaviours or emotional responses.

The trust plays a key role in providing stability, early support and protection. Positive, trusting relationships with staff are central to this.

The trust will:

- provide a safe and supportive environment
- encourage children to speak to trusted adults
- listen to children and take concerns seriously
- respond with empathy and understanding
- refer to appropriate support services where needed
- work with families and partner agencies
- share information appropriately to keep children safe • teach children how to stay safe, including online and in relationships
- support children's wellbeing, confidence and independence

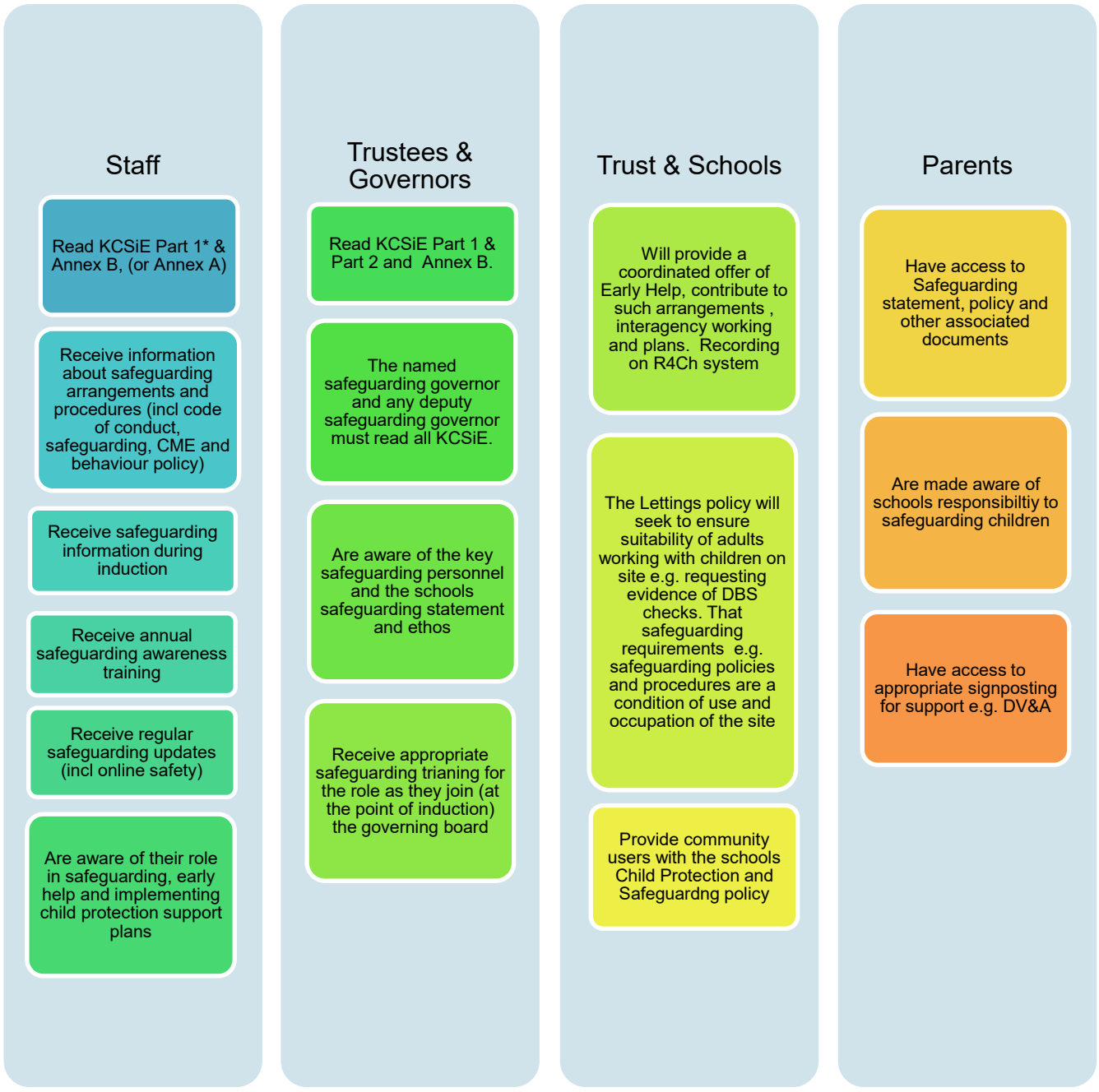
The trust community will:

- create an environment where children feel safe to talk and be heard

- ensure all children know who they can go to for help
- gather and respond to the views of children, parents and staff
- embed safeguarding across the curriculum
- teach children about risk, safety, relationships and online awareness
- ensure clear guidance on the safe use of technology is understood

5. Safe school, safe staff

We will ensure that staff, Trustees, Governors, School and parents:



6. Roles and responsibilities

We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies, proprietors, and management committees.
- The executive headteacher
- The designated safeguarding lead
- The deputy designated safeguarding lead/s
- Staff

Keeping Children Safe in Education

Governing bodies, proprietors and management committees:

All members of The Governing Body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff Behaviour policy (Code of Conduct).

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole trust approach to safeguarding. Their training should be regularly updated.

Roles and responsibilities will include:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with the Local Authority and statutory requirements, are reviewed annually and that the Child Safeguarding policy is publicly available on the trust website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the trust's Child Protection and Safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education Part 1* and Annex B and mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. (* or Annex A if not working directly with children)
- The trust operates a safer recruitment procedure that includes statutory checks on staff, disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The trust has procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Board of Trustees, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Chief Executive Officer.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Board of Trustees who will take lead responsibility.
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by the Local Authority or other provider every two years.
- All other staff have safeguarding training updated as appropriate; but at least annually.
- At least one member of the governing body has completed safer recruitment training to be refreshed at least every five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues to meet their needs including children who have recognised vulnerabilities.

- Appropriate safeguarding responses are in place for children who go missing from education.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks at the appropriate level are in place for all Trustees and Governors.
- Any weaknesses in Child Protection are remedied immediately.

The Chief Executive Officer (CEO):

The CEO will support the governing body, designated safeguarding lead, deputies, staff and volunteers to fulfil their roles and responsibilities

Roles and responsibilities will include:

- Ensuring the Safeguarding policy and procedures are implemented and followed by all staff.
- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively.
- Supporting and promoting an open and positive safeguarding culture and ethos in school so that child/ren's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensuring systems are in place for children to express their views and give feedback.
- Following the whistleblowing policy and procedures if an allegation is made against a member of staff supply staff or volunteer all staff, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensuring that staff are supported and their wellbeing is prioritised and that occupational health services are available and promoted.

The Designated Safeguarding Lead (DSL)

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

Roles and responsibilities will include:

- Availability – being available during school hours.
- Manage referrals – to e.g. Childrens Social Care (Front Door), Channel programme (Prevent), Disclosure and Barring service (DBS), the Police.
- Working with others – e.g. A point of contact with safeguarding partners, a source of support and advice for staff, to promote supportive engagement with parents and/or carers and the SLT/Governing body.
- Information sharing and managing the child protection files.
- Raising Safeguarding and Child Protection Awareness.
- Updating training, knowledge and skills required to carry out the role of DSL.
- Providing support to staff.
- Holding and sharing information.
- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

The Deputy Designated Safeguarding Leads (DDSLs):

Are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

All Staff
All staff will play a critical frontline role in safeguarding.
They will:

- read and understand KCSIE Part 1 and Annex A
- maintain an attitude of "it could happen here"
- be able to identify signs of abuse, neglect and exploitation
- act in the best interests of the child

Responding to concerns
Staff will:

- report concerns immediately to the DSL
- record concerns clearly and factually
- not investigate or delay action
- support children appropriately
  Disclosures

Staff must:

- listen carefully
- reassure the child
- not promise confidentiality
- pass information on without delay
- Multi-agency working
- contribute to plans where required
- share information appropriately
- Safeguarding environment
- help maintain a safe and supportive learning environment
- model appropriate professional conduct

7. Recognising and Responding to Safeguarding Concerns 'It could happen here'

Recognising:

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of **"It could happen here".** We also recognise that abuse, neglect, exploitation and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

- Abuse, neglect, and exploitation are forms of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the 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. They may be abused by an adult or adults or by another child or children.

- Abuse, neglect and exploitation may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

Further details on the categories of abuse (physical, emotional, sexual, and neglect), indicators of harm, and specific safeguarding concerns are provided in the relevant appendices and statutory guidance, including *Keeping Children Safe in Education*.

• Child missing or absent from education • Child missing from home or care • Child sexual exploitation (CSE), child criminal exploitation (CCE) • Bullying including cyberbullying • Domestic abuse • Drugs • Fabricated or induced illness • Faith abuse • Female genital mutilation (FGM) • Forced marriage • Gangs and youth violence	• Gender-based violence/violence against women and girls (VAWG) • Mental health difficulties • Private fostering • Radicalisation • Youth produced sexual imagery (sexting) • Teenage relationship abuse • Trafficking • Child on child abuse • Upskirting • Serious violence • Sexual harassment

- Staff may sometimes suspect a pupil is at risk without clear evidence, noticing changes in behaviour, unusual work, or signs of distress. While these indicators may be linked to everyday life events (such as family changes, bereavement, or illness), they could also signal abuse or safeguarding concerns. Staff will be professionally curious around such situations they will also explore barriers to attendance.
- In such situations, staff will provide the pupil and/or their parents with an opportunity to talk and offer support, for example by asking if they are okay or how they can help.

Responding:

- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:
    - a clear and comprehensive summary of the concern.
    - details of how the concern was followed up and resolved.
    - a note of any action taken, decisions reached and the outcome.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice in FLOW CHART A and in the table below ‘pupil making a disclosure’.
- All concerns however small must be recorded and shared with the DSL as this information could provide the ‘missing’ piece of the bigger picture of the lived experience for the child.

FLOW CHART A

1. Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.

2. Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police.
However, it is important to ascertain relevant information.

3. Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.

4. Any concerns will be recorded , including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overact, act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents

- The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure of abuse of that the child has been harmed in some way.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's Local Authority Safeguarding Hub e.g. familial sexual abuse.
- Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's Local Authority Safeguarding Hub or other support (e.g. Early Help) is appropriate in accordance with The Local Authority Threshold Tool[1].
- If school is uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.
- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's Local Authority Safeguarding Hub and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting our Staff

- We recognise that staff working in the trust who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

8. Children who are particularly vulnerable

TEAM recognises that some children are more vulnerable to abuse, neglect, exploitation and contextual safeguarding concerns and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse. Schools should ensure that staff are appropriately aware and trained and that disclosures are handled sensitively. They should seek multi agency support, advice and guidance from specialist organisations as appropriate as well as signposting children to appropriate support services e.g. LGBTQ+ services and organisations.

9. Early Help and Families First

TEAM adopts a graduated approach to help, including universal services, Family Help (targeted early help) and statutory intervention.

Staff will identify children and families who may benefit from early intervention and will work with the DSL to initiate appropriate support, including the use of early help assessments and multi-agency planning.

Early help aims to prevent escalation of need and improve outcomes for children by addressing concerns at the earliest possible stage.

TEAM recognise that some children may have additional vulnerabilities due to e.g. specific need, previous childhood trauma and staff will always be professionally curious and approach such situations in a relational manner. Seeking to identify the child and families needs and strengths to improve safeguarding outcomes and lived experience.

Any child may benefit from early help, but all TEAM staff should be particularly alert to the potential need for early help for a child who:
• Is disabled and has specific additional needs. • Has special educational needs (whether or not they have a statutory education, health and care plan). • Is a young carer. • Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups. • Is frequently missing/goes missing from education, care or from home. • Is misusing drugs or alcohol themselves. • Is at risk of modern slavery, trafficking or exploitation. • Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse. • Has returned home to their family from care. • Is showing early signs of abuse and/or neglect and/or exploitation. • Is at risk of being radicalised or exploited. • Is a privately fostered child. • Has an imprisoned parent. • Is experiencing mental health, wellbeing difficulties. • Is persistently absent from education (including persistently absent for part of the school day). • Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit. • Is at risk of 'honour' based abuse such as FGM or forced marriage. • LGBTQ+, Gender questioning and gender diverse children

10. Recording, Confidentiality, Information Sharing and GDPR

The trust recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping. We work in line with *Working Together to Safeguard Children*, *Keeping Children Safe in Education*, and the Data Protection Act 2018.

Confidentiality and Information Sharing

- Safeguarding information is highly sensitive and shared only on a strict need-to-know basis, as determined by the DSL or Headteacher.
- All staff have a professional duty to share information to protect children; GDPR and the Data Protection Act 2018 do not prevent sharing where a child is at risk.
- Staff must not promise confidentiality to a child if it could compromise their safety.
- Concerns should normally be discussed with the DSL, Headteacher, or Chair of Governors, who will decide on further sharing. However, any staff member can make a referral if necessary.
- Parents will usually be informed of referrals unless doing so would increase risk or impede a criminal investigation.
- Information should be shared early to identify and respond to safeguarding concerns.
- All information sharing must be:
    - Necessary and proportionate
    - Relevant and adequate
    - Accurate
    - Timely
    - Secure

Recording Safeguarding Concerns

All staff must:

- Use the trust's agreed recording system - CPOMs.
- Record information factually, clearly, and promptly, including dates, times, and context.
- Include body maps where appropriate.
- Report concerns to the DSL immediately (verbally if urgent), followed by written records.
- Document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes.
- Ensure the voice of the child is clearly captured.

Storage and Transfer of Records

- Safeguarding records are kept secure, confidential, and separate from pupil files.
- Records are managed in line with GDPR and statutory guidance.
- When a pupil transfers school, safeguarding files are shared securely and promptly (within 5 working days), with consideration for earlier information sharing where appropriate to support the child.

Inter-Agency Working

- The trust will work collaboratively with external agencies and share relevant information to safeguard children effectively.
- Where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care.

11. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the trust's safeguarding arrangements. If it becomes necessary to consult outside the trust, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

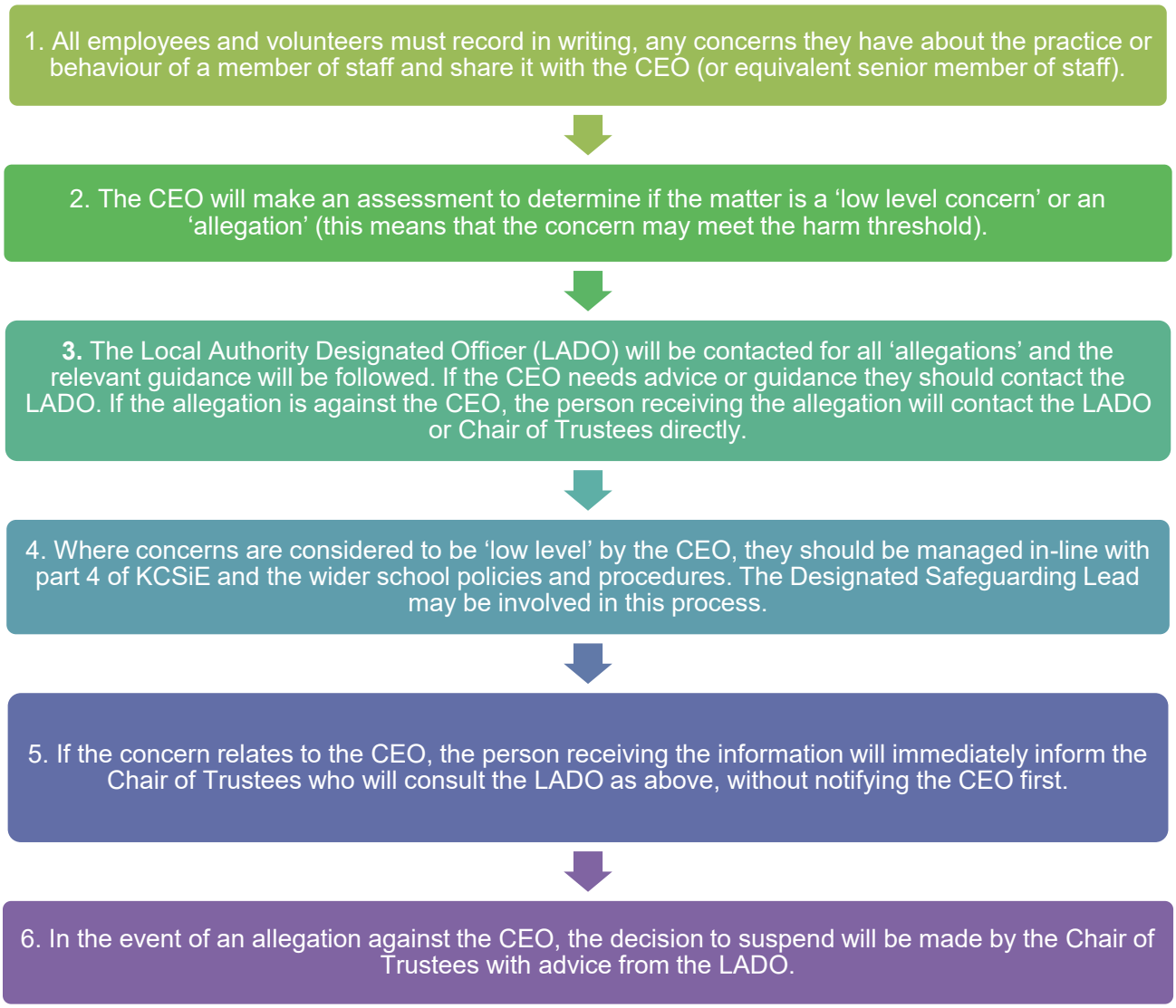
Whistleblowing relating to the CEO should be made to the Chair of the Board of Trustees whose contact details are readily available to staff (as pertinent to setting).

12. Allegations against staff

All TEAM staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[2]. All staff must adhere to the trust's **Staff Code of Conduct** and safer working practice guidance.

This includes:

- Maintaining professional boundaries
- Using technology appropriately
- Avoiding behaviour that could be misinterpreted



Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the CEO will seek the advice of the LADO and an HR Consultant in making this decision.

Staff, parents, trustees and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

TEAM will ensure that pupils are aware of how they can raise a concern should they be worried about a member of staffs conduct, this may be for example by talking to a trusted adult.

13. Physical intervention

- Physical intervention will only be used as a last resort, where a child is at risk of harming themselves or others, and only the minimum force necessary will be applied.
- All incidents must be recorded on CPOMs and witnessed.
- Staff likely to use physical intervention will receive appropriate training.
- For children who may require planned physical intervention such plans will be agreed with pupils, parents and staff and included in care plans and/or risk assessments.
- Any intervention causing injury or distress may be subject to safeguarding or disciplinary procedures.

- Appropriate professional touch is recognised, and staff follow ‘Safe Practice’ guidance to maintain clear boundaries.

14. Online Safety

TEAM recognises that online safety is a key component of safeguarding and that risks to children can occur both online and offline. Such risks can also include the use of Artificial Intelligence.

- Online safety is a whole-school responsibility and part of the safeguarding culture.
- Risks may include content, contact, conduct, and commerce harms.
- Children should be supported to use technology safely, respectfully, and responsibly.

The DSL will ensure appropriate filtering and monitoring systems are in place to safeguard pupils and with the support of the Governing Board hold regular review of systems to ensure effectiveness (as a minimum annually).

Should incidents/online concerns be reported they will be treated as a disclosure of concern/ safeguarding issue: recorded, investigated and supported.

In addition, staff will:

- Receive regular training on online safety risks
- Model safe and appropriate use of technology

15. Alternative Provision, Off-Site Safeguarding

Where pupils attend alternative provision or off-site settings, the trust will ensure that:

- Appropriate safeguarding arrangements are in place
- Providers have suitable safeguarding policies and procedures
- Staff working with children are appropriately vetted
- There is clear communication between the trust and the provider

The trust retains overall responsibility for safeguarding pupils placed in alternative provision.

16. Safeguarding through the Curriculum

The trust recognises that safeguarding is not only about response, but also prevention through education. Pupils are taught how to recognise risks, develop resilience, and keep themselves safe.

- Safeguarding education is embedded across the curriculum (e.g. RSHE, PSHE, Computing, assemblies).
- Learning is age-appropriate, inclusive, and progressive.
- Pupils are supported to develop knowledge, skills, and confidence to stay safe in a range of contexts.

In line with statutory guidance, pupils are taught about:

Personal Safety and Wellbeing

- Healthy and respectful relationships
- Consent, boundaries, and recognising abuse
- Mental health, wellbeing, and seeking support

Online Safety

- Safe and responsible use of technology
- Risks such as cyberbullying, grooming, exploitation, and harmful content
- Digital footprints and privacy

Risk and Vulnerability

- Exploitation (criminal and sexual)
- Child-on-Child abuse
- Substance misuse and risky behaviours
- Radicalisation and extremism (Prevent duty)

Wider Safeguarding Issues

- Domestic abuse
- FGM, forced marriage, honour-based abuse (as age-appropriate)
- County lines and serious youth violence

Skills and Protective Behaviours

Pupils are taught to:

- Recognise unsafe situations and warning signs
- Identify trusted adults and know how to seek help
- Report concerns confidently
- Make informed and safe decisions

Pupil Voice and Participation

- Pupils are encouraged to share worries and concerns
- Systems are in place to ensure pupils feel listened to and supported
- Feedback from pupils helps shape safeguarding practice

Staff Responsibilities

- All staff understand their role in reinforcing safeguarding messages
- Teaching is delivered by trained staff and supported through regular safeguarding updates
- Staff respond appropriately to any concerns arising from learning

Partnership with Parents and Agencies

- The trust works with parents to promote safeguarding messages at home
- External agencies may support delivery (e.g. police, health professionals)

17. Devon Safeguarding Partnership Arrangements

The trust works in accordance with the **Devon Safeguarding Children Partnership (Devon SCP)** multi-agency safeguarding arrangements.

These arrangements are led by the three statutory safeguarding partners:

- Devon County Council
- NHS Devon
- Devon & Cornwall Police

The trust will:

- Follow the Devon SCP policies and procedures and the Southwest Child Protection Procedures
- Apply the Devon Levels of Need framework to support decision-making and referrals
- Make referrals through the Children's Front Door (Request for Support) in line with local procedures
- Participate fully in multi-agency safeguarding arrangements, including Child Protection Conferences, Core Groups and strategy discussions
- Share information appropriately to safeguard children
- Follow the Devon SCP escalation protocol where there are professional disagreements to ensure that children's safety is prioritised
- Engage with and implement learning from Child Safeguarding Practice Reviews and local safeguarding learning

18. Escalation and Professional Challenge

We recognise the importance of professional curiosity and challenge in safeguarding children.

If a member of staff feels that:

- A safeguarding concern has not been taken seriously
- Appropriate action has not been taken
- A child remains at risk

They must:

- Escalate their concern to the DSL or senior leader
- Follow the trust's escalation procedures
- Refer directly to children's social care if necessary

The trust will support staff to challenge decisions and will follow local escalation (professional challenge) procedures where there are disagreements between agencies.

19. Policy links

• Behaviour • Staff Code of Conduct • Whistleblowing • Anti-bullying • Health & Safety • Parental concerns • Attendance • Curriculum • PSHE • Teaching and Learning	• Administration of medicines • Drug Education • Relationships and Sex Education • Physical intervention • Online Safety, including staff use of mobile phones • Risk Assessment • Recruitment and Selection • Child Sexual Exploitation • Intimate Care • Radicalisation and Extremism • Data Protection/GDPR Guidance

Children's Front Door

If you are concerned that a child is being abused, or to request Early Help (L3) support you can

call: 0345 155 1071 **or**

complete the Request for Support online form available at:

https://devoncountycouncil.outsystemsenterprise.com/MASH/homepage

The DevonSCP Children's Front Door **consultation line** for **professionals only**: **01392 388428**

Emergency Duty Team out of hours **0345 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

ladosecure-mailbox@devon.gcsx.gov.uk

Further info: https://new.devon.gov.uk

Managing allegations - Devon Children and Families Partnership (dcfp.org.uk)

Early Help Team

Head of Service: Lise Bird

Early Help Locality Contact information:

https://www.devonscp.org.uk/document/early-help-locality-contact-information/

Locality Early Help Mailbox

North: earlyhelpnorthsecure-mailbox@devon.gov.uk

Mid & East: earlyhelpmideastsecure-mailbox@devon.gov.uk

South & West: earlyhelpsouthsecure-mailbox@devon.gov.uk

Exeter: earlyhelpexetersecure-mailbox@devon.gov.uk

For emergencies outside of office hours please call: 0345 6000 388