Willow Tree Primary School

Safeguarding & Child Protection Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19*: All children should be protected from violence, abuse and neglect, and governments should protect them.*
Article 32: *Children should not be allowed to do work that is dangerous or might make them ill, or stop them going to school.*
Article 33: *Children have a right to be protected from dangerous drugs, and from the business of making or selling them.*
Article 34*: Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.*
Article 37*: No child should be punished in a way that humiliates or hurts them.*
Article 12: *All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.*
Article 29*: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.*

For more information on the convention and the rights of each child visit: http://www.unicef.org.uk/.

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THE THREE SAINTS ACADEMY TRUST
SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION

The duties imposed by Section 175 (Section 157 for Academies and Free Schools) of the *Education Act 2002* make explicit the responsibility of all to safeguard and promote the welfare of children as part of their common law duty of care towards the children for whom they are responsible and to work together with other agencies to ensure adequate arrangements within each school in our Trust identify, assess and support those children who are suffering, or likely to suffer, harm. This includes children missing from education, child on child abuse and risks outside the home. Duties also include seeking assurance appropriate safeguarding and child protection policies and procedures for any lease/hire agreements with external bodies is in place when using any school premises.

The responsibility for making sure arrangements are in place, in accordance with the guidance given by the Secretary of State lies with the Directors. Keeping Children Safe in Education September 2026. Under the Trust's Scheme of Delegation each School's Committee has a Committee Member responsible for Child Protection / Safeguarding.

The Trust actively promotes a strong safeguarding culture where concerns are shared, acted upon promptly and lessons learned are used to improve practice

There are two aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place:

- To take all reasonable measures to ensure that risks of harm to children's welfare are minimised, and

- To take all appropriate actions to address concerns about the welfare of any child, or children working together with the local authority's safeguarding partnership and the agreed policies and procedures in full partnership with other local agencies.

The arrangements that each school in our trust has in place will provide for both these aspects so safeguarding children's welfare.

The schools in our Trusts are committed to a contextual safeguarding approach and each carry out their own contextual analysis that recognises the wider influences on children's safety beyond their home environment. We understand that children may encounter risks in various settings such as peer groups, online spaces and the local community. Our safeguarding strategy is designed to identify and respond to these external risks by working collaboratively with families, local agencies and community partners. We actively promote a culture of safety and inclusion within our schools, ensuring that all staff are trained to recognise signs of harm and understand the impact of contextual factors. Through regular analysis, pupil voice initiatives and community engagement, we aim to create a protective environment where every child feels safe, valued and supported for

intra and extra familial harms. Safeguarding issues and pressures that they predominantly face rang from parental substance abuse, mental health issues for child, siblings and parents, cost of living crisis, poverty and its impact on family life, parental conflict, domestic abuse, criminal activities and public disorder.

Artificial Intelligence, Emerging Technology and Digital Safeguarding

The Trust recognises that advances in technology, including artificial intelligence (AI), machine learning, deepfake technology, virtual and augmented reality environments, social VR spaces, algorithm-driven platforms and AI-enabled communication tools present emerging safeguarding opportunities and risks for children and young people. The Trust is committed to ensuring that safeguarding arrangements evolve alongside technological developments. Staff will remain vigilant to risks including online grooming, exploitation, misinformation, deepfake imagery, image-based abuse, cyberbullying, financial exploitation, harmful content generated through artificial intelligence and other forms of technology-assisted abuse. Safeguarding training, curriculum provision, filtering and monitoring arrangements and risk assessments will be reviewed regularly to ensure that emerging technological risks are understood and addressed appropriately.

Voice of the Child

The Trust is committed to ensuring that the wishes, feelings, lived experiences and views of children are sought, recorded, listened to and taken into account when making safeguarding decisions. The voice of the child will be central to safeguarding assessments, planning, interventions, support arrangements and reviews. Staff will actively create opportunities for children to express their views in ways that are appropriate to their age, understanding, communication needs and circumstances.

CONTEXTUAL SAFEGUARDING STATEMENT

Willow Tree Primary School is situated in the Sutton Leach area of St Helens (WA9 4LZ). The school recognises that safeguarding risks are influenced not only by children's experiences within their families, but also by the wider social, economic and community context in which they live.

The local context includes significant levels of socio-economic disadvantage. The English Indices of Deprivation 2025 identify the local neighbourhood as having a higher level of Income Deprivation Affecting Children (IDACI) than the majority of neighbourhoods nationally. Across St Helens more widely, 20 of the 121 neighbourhoods fall within the most deprived 10% nationally for IDACI and 38 fall within the most deprived 20%. This context is reflected within the school's own population, with approximately 55% of pupils currently eligible for free school meals.

The school is particularly mindful of contextual risks associated with community crime and anti-social behaviour, with the local neighbourhood identified as being amongst the most deprived areas nationally within the crime domain. Alongside this, the school recognises the potential impact of poverty and financial hardship, domestic abuse, parental substance misuse, poor mental health, neglect, exploitation, online harm and children's exposure to inappropriate or harmful behaviour within the community. These factors do not in themselves indicate that individual children are at

risk; however, they inform the school's understanding of vulnerability and its preventative safeguarding approach.

Willow Tree therefore maintains a strong focus on early identification and early help, attendance and persistent absence, children's emotional wellbeing, online safety, healthy relationships and age-appropriate education around risk and personal safety. Staff are expected to consider the wider context when assessing changes in a child's behaviour, attendance, presentation or wellbeing and to share emerging concerns with the DSL. The school works closely with parents and carers, the Family Support Worker, Children's Social Care, Early Help, Police and other local agencies, including through Operation Encompass, to identify emerging risks and provide timely support. Contextual safeguarding information, including local intelligence, safeguarding referrals, attendance information and patterns of concern within the school community, is reviewed by the DSL team and used to inform staff training, curriculum provision, risk assessment and the school's wider safeguarding response.

The document entitled Working Together to Safeguard Children March 2026 places a general duty on schools to work and cooperate with other agencies to safeguard and promote the welfare of children. The Three Saints Academy Trust is committed to doing this by having an open and honest transparent line of communication.

Each school's responsibilities are outlined in the statutory guidance to schools and colleges Keeping Children Safe in Education September 2026

This guidance document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person's welfare and take appropriate action to keep children / young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

KEY DEFINITIONS

The Children Acts 1989, 2004 and Children and Social Work Act 2017 states a child is anyone under the age of 18.

Safeguarding and Promoting the Welfare of Children

Keeping children Safe in Education September 2026 states safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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
- taking action to enable all children to have the best outcomes.

Child Protection

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Significant Harm

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

General Principles

The child's welfare is paramount.

All adults including volunteers maintain and demonstrate a mindset of "it could happen here" and "think the unthinkable".

All children have a right to a childhood free from abuse, neglect or exploitation.

The schools in the Trust have a zero-tolerance approach to sexual violence and sexual harassment and all staff receive additional training in this.

All members of staff have a responsibility to be mindful of issues related to children's safety and welfare and have duty to report and refer any concerns however "minor".

All adults (including supply staff and volunteers) demonstrate an understanding that safeguarding is everyone's responsibility.

Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

Children are best protected when professionals work effectively together. *(Working Together to Safeguard Children 2026*

The Trust and each school within the Trust have robust systems in place that deter possible abusers and will manage effectively any allegations or concerns as they arise including supply staff, that

may meet the harm threshold. There are procedures in place to manage low level concerns and allegations relating to adults in schools, which do not meet the harm threshold.

The Trust and each school committee take seriously their responsibility under the Education Act 2022 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are adequate arrangements within our schools to identify, assess, and support those children who are suffering, or likely to suffer, harm. This includes child on child abuse and risks outside the home.

- The Trust maintains a zero-tolerance approach to child-on-child abuse, sexual violence, sexual harassment, misogynistic behaviour, prejudiced and discriminatory behaviour and all forms of technology-assisted abuse.
- All children have the right to feel safe, respected and protected, regardless of age, disability, ethnicity, faith, gender, gender identity, sexual orientation, language, culture, immigration status or family circumstances
- Staff understand that safeguarding concerns may present through attendance concerns, changes in behaviour, online activity, physical or emotional wellbeing, disclosures or contextual factors affecting a child's life.
- All staff understand that safeguarding incidents and concerns can occur both online and offline and may occur simultaneously.

2. THE PURPOSE OF A SAFEGUARDING AND CHILD PROTECTION POLICY

Each school in The Three Saints Academy Trust has an individual and bespoke Safeguarding and Child Protection Policy, which provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding and child protection issues. This policy also makes explicit the Trust's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding and child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

This policy will give clear direction to all stakeholders (including pupils, staff, parents, school committee members, volunteers and visitors), about our expectations and legal responsibility to safeguard and promote the welfare of all children in our schools in line with current legislation, guidance and best practice.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

This policy will be reviewed annually and may be amended from time to time. This policy applies to all teaching, non-teaching, School Committee members, supply and volunteer staff.

School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse, exploitation and radicalisation.

Each school in the Three Saints Academy Trust will therefore:

a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This is done through PSHE and RSE curriculum, assemblies, one-to-one and small group therapeutic support etc.

b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children know they can speak with any school staff about any issues they are worried about.

c) Included in the curriculum activities and opportunities for PSHE / Citizenship and RSE Curriculum which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Throughout our curriculum we ensure our children understand how to be healthy, stay safe and feel safe and what to do when they do not, for example by the use of Well-being Ambassadors, Companions and the help box scheme within school to address concerns and access to the Need To Talk button via the school website, this ensures the children have the best opportunity for a successful life.

d) Through PSHE, RSE, RE, SMSC and promoting British Values, the Trust provides an ongoing programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to the address the issue of child protection in the wider context of child safety in general.

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

3. FRAMEWORK

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' Working Together to Safeguard Children March 2026. The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. *When to call police guidance for schools and colleges NPCC* will help the designated safeguarding lead and deputies to understand when they should consider calling the police and what to expect when they do.

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of local authority Safeguarding Partnership. (Safeguarding Partnership – Liverpool City Council)

The safeguarding partners consist of the Local Authority, Chief Officer of Police and Integrated Care Board (ICB) health representative. The Local Authority Safeguarding Partnership website contains
Definitions of abuse and indicators;
Procedures for Safeguarding and multi-agency working including relevant contacts;
Advice on good practice and policy making'
Proforma's for referral and record keeping.
Procedures and Guidelines for Child Protection and Safeguarding Children
Descriptions of Need (Threshold levels)

This policy has been written in accordance with the principles established by:

- Education Act 2002
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009 /2018
- Children and Families Act 2014
- Children and Social work Act 2017
- Data protection Act 2018: General Data Protection Regulations (GDPR) 2018
- Voyeurism Offences Act 2019

and with reference to the following key documents:

- Keeping Children Safe in Education September 2026
- Working Together to Safeguard Children March 2026
- Guidance for Safer Working Practice 2022
- Disqualification under the Childcare Act 2006 (updated 2018)
- Protecting Children from Radicalisation: The Prevent Duty, 2015
- EYFS Statutory Framework for Group and School Based Providers
- What to do if you're worried a child is being abused: Advice for Practitioners 2015
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (DfE, 30 September 2026)
- Sharing Nudes and Semi-Nudes: advice for education settings working with children and young people (March 2024)
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation
- Statutory guidance on FGM
- Searching, Screening and Confiscation Advice for Schools 2022
- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Working Together to Improve School Attendance August 2024

    - When to Call the Police
    - PACE Code C
    - Statutory Guidance for Children Missing Education
    - Filtering and Monitoring Standards for Schools and Colleges
- Data (Use and Access) Act 2025
- Online Safety Act 2023
- Victims and Prisoners Act 2024 (where relevant)

Further documentation and guidance can be found within Annex A of Keeping Children Safe in Education September 2026

4. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a legal responsibility to safeguard and promote the welfare of children. This means, that staff (including supply staff and volunteers) are required to take action to protect children from maltreatment, prevent impairment to children's physical and mental health or development and ensure that children grow up in circumstances with the provision of safe and effective care.

Therefore, all adults, including volunteers, working in or on behalf of the schools within The Three Saints Academy will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mindset of "it could happen here"
- Do all they can within the capacity of their role, to ensure that children are protected from harm
- Be fully aware of the importance of mental health in relation to safeguarding
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Be clear that children can abuse other children, that it can happen both inside and outside of school and will have received training on recognising the indicators and signs of child on child abuse.
- Demonstrate an understanding of the importance of challenging all inappropriate behaviours between peers, such as those listed within Keeping Children Safe in Education 2026
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse or concerns to the DSL. This will be done as soon as possible using CPOMS or the written concern form.
- Report lower level concerns to the Headteacher as per Low Level Concerns Policy
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the Headteacher.

- Be alert to emerging problems that may warrant Early Help support, particularly those identified in Part 1 of KCSIE. All staff should report emerging problems that may warrant early help intervention using CPOMS or the written concern form.
- Monitor all children absent from education or missing/absconding during the school day as this can be a sign of safeguarding concerns.
- All staff, if they have concerns, should act immediately and should always speak to the DSL or Deputy, recognising that early information sharing is vital in keeping children safe. In exceptional circumstances, staff will consider speaking to Social Care to discuss safeguarding concerns if the DSL is not immediately available as all staff are aware that ANYBODY can make a referral.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Each school's contact details are listed in Appendix 1.
- Understand emerging safeguarding risks associated with artificial intelligence, deepfake technology, image-based abuse, cybercrime and technology-assisted exploitation.
- Recognise indicators of financial exploitation, online fraud, money mule activity and criminal exploitation linked to digital platforms.
- Challenge inappropriate, discriminatory, racist, sexist, sexualised or misogynistic behaviour and language.
- Understand the safeguarding implications of children who are persistently absent, missing from education or receiving elective home education where safeguarding concerns are present.
- Understand the importance of professional curiosity and the need to identify cumulative risk.
- Contribute to ensuring that the voice of the child is actively captured and reflected in safeguarding decisions.

All staff are aware of the signs of abuse and neglect and know what action to take if these are identified. All staff are aware of online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

Each school has a senior member of staff who is the Designated Safeguarding Lead (DSL) and at least one Deputy DSLs is identified.

The Designated Safeguarding Lead (DSL) and all Deputies (DDSLs)

The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place). This is explicit in their job description. The DSLs in each school of the Trust have the appropriate status and authority to carry out the duties of the post. Each school's DSL and DDSLs are listed on Appendix 1.

The roles and responsibilities of the DSL are:

- To be fully conversant with the Local Authority and School Safeguarding Procedure
- To have a complete safeguarding picture and be able to advise individuals on any safeguarding concerns.
- To provide all staff with advice in regard to safeguarding.
- To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse.
- To refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- To maintain a record of pupils in school who are on child protection plans and keep this updated as notification is received.
- To liaise with the relevant agencies and other professionals as appropriate to ensure that these children are monitored.
- To be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as children's social care or the PREVENT programme.
- To ensure representation and attend / participate in child protection conferences, core group meetings, early help meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report from school.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting and in line with local authority timescales.
- To organise and monitor training / information as appropriate for all staff including online safety training as part of staff safeguarding and child protection training.
- To oversee the safe use of technology, mobile phones and cameras in Early Years settings.
- To be trained personally at a single and multi-agency level and to undertake refresher training as necessary.
- To attend LA cluster meetings/trainings on a regular basis.
- To hold safeguarding induction sessions for new staff and volunteers working across school.
- To refresh volunteers and all staff on initiatives and developments as the need arises.
- To ensure that the curriculum offers opportunities for raising pupil's awareness and for developing strategies for their protection.
- To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.
- take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding)
- receive training in managing and responding effectively to incidents of child on child abuse, ensuring there is a clear acknowledgement and awareness by all stakeholders that it is happening, but may not be being reported
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them;
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). NPCC (2020). When to call the police (NPCC 2020) should help designated

safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.
- Be responsible for the sharing of child protection and safeguarding information when a child moves to a new school within 5 days, in line with KCSIE and the local authority's STAR protocol.

Safeguarding Cover During School Holidays and Closure Periods

- During term time, the Designated Safeguarding Lead (DSL) and/or a Deputy DSL will always be available during school hours to discuss safeguarding concerns. When the DSL is absent, appropriate cover arrangements will be in place to ensure safeguarding concerns can be received, monitored and acted upon without delay. KCSIE 2026 highlights the importance of robust cover arrangements, including the use of shared confidential safeguarding mailboxes.
- There is no statutory requirement for DSLs to be available outside normal school hours or during school holiday periods, except where the school or Trust is operating out-of-term or out-of-hours activities. In such circumstances, an appropriate DSL or Deputy DSL will be identified to provide safeguarding support and advice.
- During school closure periods, staff remain responsible for taking immediate action if they believe a child is at risk of significant harm. Concerns requiring an urgent response should be referred directly to Children's Social Care, the Police or emergency services as appropriate. Non-urgent concerns can be reported through the school's safeguarding reporting systems, including CPOMS and the safeguarding mailbox.
- The Trust will ensure that, where reasonably practicable, appropriate arrangements are in place during school closure periods to enable access to safeguarding advice and decision-making, including responding to referrals from external agencies and attending or contributing to strategy discussions, child protection conferences, core groups and other safeguarding meetings where required.

Technology and AI Safeguarding

- Lead on safeguarding matters relating to artificial intelligence, emerging technologies and online harms.
- Monitor developments in online safeguarding and ensure that staff receive updated training regarding emerging risks.
- Ensure safeguarding risk assessments take account of AI-enabled technologies, online abuse, deepfakes and emerging digital threats.
- Review incidents involving technology-assisted abuse and ensure lessons learned inform policy and practice.

Filtering and Monitoring

- Ensure filtering and monitoring systems are effective, proportionate and reviewed annually as detailed in the Online Safety Policy and in the Digitals Standards.
- Ensure all safeguarding concerns arising from filtering and monitoring systems are acted upon promptly.
- Report annually to School Committee/Directors on filtering and monitoring arrangements and any identified safeguarding trends.

Voice of the Child

- Ensure evidence of children's wishes, views and feelings is consistently recorded within safeguarding records and informs decision making.

Attendance and Vulnerability

- Monitor attendance patterns as part of safeguarding oversight and ensure persistent absence, severe absence and children missing education are considered within safeguarding assessments.

Gender Questioning Children

Oversee safeguarding arrangements and risk assessments relating to gender-questioning children, ensuring decisions are child-centred, proportionate, evidence-informed and compliant with current statutory guidance. The welfare of the child remains the paramount consideration. Any decision relating to a gender-questioning child will be made following an individual safeguarding and welfare assessment, considering the child's age, understanding, wishes, parental involvement, educational needs, mental health and any safeguarding concerns.

The full responsibilities of the DSL are set out in KCSIE September 2026 Annex B of– Role of the Designated Safeguarding Lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

<u>The role of the Senior Management Team</u>

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL's will share decisions with the Senior Management Team. If the DSL's/Deputy DSL's are not available then the Senior Management Team should be consulted. In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the Local Authority Children's' Services Safeguarding Team should be contacted. Safeguarding will be an agenda item at every Senior Leadership Team meeting.

<u>The role of the Directors and School Committee Members</u>

The Directors are aware of their role in overseeing the school's arrangements for safeguarding as set out in Part 2 of Keeping Children Safe in Education 2026. They are aware of the expectations

for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually. The trust's safeguarding strategy document outlines key roles and responsibilities and timescales for information to be shared to relevant committees and forums.

The Nominated Safeguarding Director, Amy Bradley will monitor Trust's responsibilities around Safeguarding and will receive information from the CEO, Director of Safeguarding and Attendance and School Committee safeguarding representatives at the Chairs Forum

The Directors will nominate a named School Committee member to support the safeguarding systems in each school.

School Committee Safeguarding Representative will monitor school responsibilities around safeguarding (SCR, safeguarding training log, safeguarding data to identify school generic issues, check KCSIE & Policy declaration, check annual safeguarding audit actions) and feedback to School Committee and Chairs Forum.

Discussions with staff and School Committee members about how the school delivers safeguarding through curricular and extra-curricular activities, school policies and procedures. Such developments are included in the termly Headteacher's report and newsletters.

Ensure that school has robust IT filtering and monitoring systems in place and review their effectiveness to ensure standards are met.

Ensure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role and ensure staff understand their expectations, roles and responsibilities around filtering and monitoring.

Actions identified from the annual safeguarding audit to be addressed with the Headteacher and monitored by the School Committee representative.

Section 175 and Section 157 Audit to be authorised by Directors

Attending safeguarding training led by the school and external agencies (training in safeguarding is held each year by the school)

Liaising with the named member of staff in school on a regular basis and providing feedback from such meetings for all Directors.

Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Lead, detailing the number and type of incidents recorded in school.

Ensuring the Safeguarding Policy is reviewed and monitored annually

Ensuring that staff and School Committee members receive relevant training (including online training) at induction and regularly updated.

Where premises are rented or hired out to organisations or individuals to run community or extra-curricular activities, the school will ensure appropriate arrangements are in place to keep children safe. The School Committee should seek reassurance that the provider has appropriate safeguarding and child protection policies in place (including inspecting them as needed). The guidance After School clubs, community activities, and tuition details the safeguarding arrangements providers should have in place.

Ensuring sufficient time and resources are allocated to allow the DSL's to fulfil their responsibilities

Reporting back to the School Committee members/Directors as and when appropriate

Awareness of the importance of confidentiality.

School Committee members will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.

- Ensure annual review of filtering and monitoring arrangements in accordance with DfE Digital and Technology Standards and KCSIE 2026.
- Seek assurance that safeguarding risks associated with artificial intelligence and emerging technologies are identified, assessed and addressed.
- Receive information regarding safeguarding trends, attendance vulnerabilities, online safety incidents, child-on-child abuse incidents and emerging safeguarding themes.
- Ensure safeguarding policies, training and procedures remain responsive to emerging safeguarding risks.

Ensure the effectiveness of arrangements to capture and respond to the voice of the child

CEO

The CEO has responsibility for overall Trust strategy of safeguarding and attendance. Line management of DSL's (Headteachers) and the Director of Safeguarding and Attendance and receives monitoring information to assess the effectiveness of strategy.

Director of Safeguarding and Attendance

Feeds into the overall strategy of safeguarding and attendance via CEO and has responsibility for safeguarding training of all staff and governance in Trust. The DSA monitors the effectiveness of Trust strategy, policy and procedures. The DSA chairs 2 safeguarding forums that are held termly, one for DSLs and one for FSWS and also provides supervision in each school.

5. EARLY YEARS FOUNDATION STAGE

Safeguarding and promoting the welfare of children in the Early Years Foundation Stage is fundamental to our practice. The school recognises its responsibilities under the EYFS statutory framework and ensures that robust procedures are in place to safeguard children, promote their

welfare, and support their learning and development. Additional information relating to EYFS safeguarding arrangements, including supervision, intimate care, mobile phone and camera use, ratios, recruitment, induction, can be found in the school's EYFS Policy.

6.TRAINING AND SUPPORT

The Three Saints Academy Trust ensures that the Designated Safeguarding Leads, Deputy DSLs, all staff and the School Committee members attend training relevant to their role.

All staff, school committee members, directors and volunteers will have access to safeguarding training including online training which is relevant and appropriate to their role on induction. This includes training in procedures to follow, signs to note and appropriate record keeping. All staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur. Refresher training is every year for all staff, school committee members and volunteers and at bi-annually for designated staff with at least annual updates. E-bulletins and regular updates via Staff Meetings will take place when required during the school year.

ALL staff, volunteers, school committee members and directors will read and show an understanding of any updates that are provided, including those related to Keeping Children Safe in Education 2026

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Designated Lead, Deputy DSLs are the nominated staff, and are responsible for the implementation of appropriate procedures.

All staff, school committee members, trustees and volunteers will receive training, updates or information appropriate to their role regarding:

- Artificial intelligence and emerging technologies.
- Online safety risks.
- Image-based abuse and deepfake technology.
- Child-on-child abuse.
- Misogyny and harmful attitudes.
- Financial exploitation and cyber-enabled exploitation.
- Contextual safeguarding.
- Attendance as a safeguarding issue.
- Voice of the child.
- Filtering and monitoring responsibilities.

DSLs will receive additional training on emerging technologies, online exploitation, cyber safeguarding risks and safeguarding implications of AI-enabled platforms

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will undertake additional safeguarding training appropriate to their role, including training relating to artificial intelligence, emerging technologies, online harms, cyber-enabled abuse, filtering and monitoring

systems, digital safeguarding and contextual safeguarding risks. They will ensure that safeguarding procedures, staff training and school practices reflect current statutory guidance and emerging safeguarding concerns.

Staff will be informed of any changes to current safeguarding issues through staff meetings. Any new School Committee members to the school will automatically be asked to complete training in safeguarding as well as online safety as part of their induction to the role.

All training is logged by the DSL and copies of certificates are held on file. The log outlines when training is due for renewal.

Directors and school committee members training logs are held by the Trust Governance clerk.

Artificial Intelligence, Emerging Technology and Online Safety

The Three Saints Academy Trust recognises that safeguarding risks continue to evolve in response to technological developments. All staff, volunteers, School Committee members and Directors will receive safeguarding updates and training appropriate to their role regarding artificial intelligence (AI), emerging technologies and online safety risks.

Training will include awareness of:

- Artificial intelligence and AI-enabled technologies.
- Deepfake images, videos and audio content.
- Image-based abuse and synthetic sexual imagery.
- Online grooming and technology-facilitated exploitation.
- Cyberbullying, coercion and harmful online interactions.
- Financial exploitation, online scams and criminal exploitation through digital platforms.
- Social media, gaming platforms and immersive digital environments.
- Filtering and monitoring responsibilities and procedures.
- Emerging safeguarding risks linked to virtual, augmented and extended reality technologies.
- The safe and responsible use of AI by staff and pupils.

The Trust will ensure that safeguarding training remains responsive to emerging risks and changes in statutory guidance. Staff will receive regular safeguarding updates throughout the academic year to ensure they remain aware of new safeguarding concerns and developments

Staff should be aware that AI tools may be used by perpetrators to facilitate grooming, impersonation, fraud, coercion, image-based abuse, sextortion and the creation of synthetic sexual imagery involving children

7. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which is discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this

respect is to benefit the child. Only staff with direct responsibility for children will be privy to individual safeguarding information.

All staff and School Committee members and parents when appropriate are regularly reminded of the importance of confidentiality.

Confidentiality is respected through:

All records are stored electronically on CPOMs with password protected access to designated staff. Where paper records are held they are stored in a lockable filing cabinet in an office locked when unoccupied.

Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child/family

Ensuring that if a child transfers school, confidential records will be transferred within 5 days in line with *KCSIE 2026* guidance and local authority STAR protocol.

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Children's Social care must be made. In the case of disclosure of abuse, staff are advised never to promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts.
Any disclosure of personal information to others, [including to children's social care], must always, however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information *(Data Protection Act 2018, GDPR Regulations*). Consent should be obtained before sharing personal information with third parties, however in some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Information sharing will be undertaken in accordance with safeguarding legislation, the Data Protection Act 2018, the UK GDPR and subsequent legislative updates. Staff should never allow concerns regarding data protection to prevent the sharing of information where failure to do so would place a child at risk of harm. The safety and wellbeing of children will always remain the paramount consideration.

Information Sharing

Effective information sharing is essential to safeguarding and promoting the welfare of children. The Trust recognises that timely and proportionate information sharing can be critical in identifying need, assessing risk and protecting children from harm.

All staff should be aware that data protection legislation does not prevent or limit the sharing of information for safeguarding purposes. Fears about sharing information must not stand in the way of protecting children who may be at risk of abuse, neglect, exploitation or other harm.

The Trust recognises the importance of the Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (DfE, September 2026). Staff should be confident in sharing information where there are concerns about a child's safety, welfare or wellbeing. Information sharing decisions should be necessary, proportionate, relevant, accurate, timely and secure. Practitioners should seek consent where appropriate and safe to do so; however, consent is not required if there is a lawful basis to share information to safeguard or protect a child from harm, to prevent crime, or where seeking consent would increase risk or cause unnecessary delay. Staff should ensure that decisions to share, or not share, information are recorded appropriately, including the rationale for those decisions. Effective information sharing is fundamental to successful multi-agency working, early help intervention and child protection practice.

The Trust will share information in accordance with:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Data (Use and Access) Act 2025;
- Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers – Sept 2026

Where a safeguarding concern exists, information will be shared lawfully, fairly, proportionately and in a timely manner with relevant agencies and professionals. Consent should normally be obtained where appropriate; however, consent is not required where seeking consent could place a child at increased risk of harm, prejudice the prevention or detection of crime, or delay protective action.

All staff should understand that:

- The welfare of the child is paramount.
- Information should be shared on a need-to-know basis.
- Concerns should be reported without delay.
- Professional curiosity should be exercised when gathering information.
- Decisions about information sharing should be recorded together with the rationale for those decisions.

- Information sharing should support multi-agency safeguarding arrangements and early help processes.

The Designated Safeguarding Lead will maintain oversight of safeguarding information sharing and ensure that safeguarding records evidence the child's wishes, professional challenge, decision making, referrals, multi-agency working and outcomes.

Artificial Intelligence and Confidentiality

The Trust recognises that the use of artificial intelligence systems presents additional considerations regarding the security, confidentiality and processing of personal information. Staff must not input confidential, personal or safeguarding information into any unauthorised AI platform or system. Any use of AI technologies must comply with Trust policies, data protection requirements and safeguarding expectations. The protection of sensitive child protection information remains paramount at all times.

Professional Challenge, Escalation and Resolution

At the Three Saints Academy we promote a culture which encourages constructive challenge within our organisation and between organisations; acknowledging the important role that challenge can play in safeguarding children.

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they professionally challenge and or escalate their concern.

Where professional disagreement occurs and the DSL/DDSLs are unhappy with the actions or decisions of another agency, they will need to professionally challenge. The disagreement can often be resolved by discussion and negotiation between he practitioners involved. A record of the professional challenge should be record on CPOMs with the outcome. If efforts are unsuccessful and no resolution agreed to achieve better outcomes the DSL/DDSLs must escalate their concern using the local authority's escalation/resolution policy.

St Helens Escaltion and Resolution Policy

8. STAFFING

Single Central Record

Holding a single central record is a statutory requirement. The Three Saints Academy has an online MAT SCR. Each school has access to their own online SCR. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers. The SCR is monitored regularly by the Headteacher of each school along with the Chair of the School Committee. The CEO and the Director of Safeguarding and Attendance check the Headteacher's monitoring of the SCR as part of the trust annual audit.

DBS Procedures for MAT Staff and Directors

Procedure for central staff/directors/members visiting schools:

School staff should check that the person has been entered onto Inventry as DBS checked. This is confirmation that the Trust has carried out all necessary checks and they are included on the MAT SCR.

If they have not been entered onto the Inventry system the school should contact the Trust Chief Finance Operations Officer to confirm if the necessary checks have been carried out.

Safer Recruitment

The Three Saints Academy follows part 3 of 'Keeping Children Safe in Education 2026' and pays full regard to 'Safer Recruitment' requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children, including an online search for shortlisted candidates.
- Shortlisted candidates will be informed that an online search will be completed as part of due diligence checks.
- For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the school will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and/or that they are aware of any reason they are unsuitable to teach where possible.

Evidence of staff member's identity (including a birth certificate where possible), required qualifications and the right to work in the UK will be kept in individual personnel files.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Central Team staff and senior leaders in each school in the Trust have undertaken Safer Recruitment training which is renewed every 3 years.

Covering letters will be obtained from agencies and other employers that provide staff to work in school to confirm that appropriate checks have been undertaken. Individual identity checks will be undertaken on these staff to ensure they are employees of the named agency/employer. This also includes checking when agency staff have last undertaken safeguarding training.

A transfer of control agreement will be used where other agencies/organisations use school premises and are not operating under school's safeguarding policies and procedures, in line with the updated guidance within Keeping Children Safe in Education 2026.

The Trust will remain informed of updates to safer recruitment requirements contained within KCSIE 2026, including any amendments to regulated activity, pre-employment vetting, volunteer arrangements, overseas checks and safeguarding expectations for contractors, external providers and community users of school premises.

Induction

Our staff induction process will cover:
- The Safeguarding & Child Protection policy
- The Online Safety Policy (previously known as 'e-safety')
- The Behaviour and Relationships Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The role of the DSL (including the identity of the DSL and any deputies)
- Whistleblowing Policy

Copies of all these policies and a copy of part one of KSCIE and Annex A are provided to staff at induction.

Allegations or Concerns Raised Against School Staff, Supply Staff and Other Adults in School

The Three Saints Academy Trust follows the guidance set out in Part 4 of 'Keeping Children Safe in Education 2026', covering both levels of allegations and concerns:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to as 'low level concerns'.

Allegations that may meet the harm threshold are defined as when it is alleged the adult has:

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

In these instances, the school will follow the guidance within KCSIE Part 4 Section One, in line with each local authority's LADO procedures.

Where no further action is taken, the case manager (Headteacher or CEO) and the LADO will:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

If a school receive an allegation relating to an incident that happened when an individual or organisation was using our premises for the purpose or running activities for children (for example community groups, sports providers etc). As with any safeguarding allegation the school will follow our safeguarding policies and procedures including informing the LADO.

Low Level Concerns

As part of The Three Saints Academy's approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the schools (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. By doing so, it will encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our institution.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of a school in the trust may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to justify a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of our schools from potential false allegations or misunderstandings. It also ensures that the values and expected behaviour which are set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff.

Through training, thorough induction, exit interviews and other opportunities we can:

- ensure our staff, volunteers and other adults in our schools are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns with the Headteacher;
- address unprofessional behaviour and support the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- help identify any weakness in our safeguarding systems.

The Headteacher will respond to any low-level concerns in line with the guidance set out within Keeping Children Safe in Education Part 4 Section 2, the school's Staff Code of Conduct, and their Low-Level Concerns Policy.

Whistleblowing

All staff at The Three Saints Academy are aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The trust's Whistleblowing Policy is there to support and aid them in these circumstances. The whistleblowing policy is shared with all staff, volunteers and school committee members at induction, and available to all via the Trust's website. Whistleblowing regarding the Headteacher should be made to the Chief Executive Officer or the Chair of the School Committee, whose contact details are readily available to staff.
Should the situation arise where a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, advice can be sought via the NSPCC helpline or through OFSTED's Whistleblowing helpline.

The contact details are: -

NSPCC Telephone number - 0800 028 0285. Email – help@nspcc.org.uk
OFSTED Whistleblowing helpline Telephone number **-** 0300 1233155

Email **–** **whistleblowing@ofsted.gov.uk**

Health and safety, risk assessments and visitors

Day-to-day responsibility for health and safety issues in each school is the responsibility of each Headteacher in each school.
See the school's Health and Safety Policy for further details.

The Three Saints Academy is committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our schools. Each school therefore ensures that:

- Visitors to school sign in using the Inventry system and wear an identification sticker to indicate they have done so
- ALL staff and children, where appropriate, will challenge visitors to school who are not wearing correct identification
- Visitors sign out and remove/hand in their identification when they leave the school
- Visitors are made aware of who to speak to if they are worried about a child during their visit and handed the Safeguarding Visitors leaflet.
- Visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by the Headteacher. If unsupervised they will also be provided with a summary of key safeguarding, behaviour and code of conduct expectations.
- Visitors will behave in a way that is compliant with the school's code of conduct
- Visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.
- Visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit
- When there are several visitors to the school at the same time (such as for an assembly etc.) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- When visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher, prior to the visit.
- Contractors will be managed in line with the school's Health and Safety policy.

Alternative Provision

Where a pupil is placed in Alternative Provision, the school continues to be responsible for the safeguarding of their pupil.

The school will request and receive written confirmation from the provider that appropriate safeguarding checks have been carried out on individuals. The school will maintain regular communication with alternative provision providers, monitor attendance, welfare and safeguarding concerns and ensure timely information sharing between settings.

9. RECORDS AND MONITORING

Well-kept records are essential to good safeguarding practice. The trust is clear about the need to record any concerns held about a child or children within a school, the status of such records and when these records should be passed over to other agencies. Records, policies and procedures are monitored in each school regularly when the Director of Safeguarding and Attendance undertakes the annual Safeguarding Audit. Individual case file audits will be undertaken in each school by the Director of Safeguarding and Attendance.

Teaching staff and safeguarding staff record concerns and any other relevant information onto the CPOMS system direct. Support staff, supply staff, visitors and volunteers report any concerns verbally and record them onto concern form and hand either directly to the class teacher or the DSL /DDSL.

All records are held on each school's CPOMS system.

- DSLs with ensure detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions are kept. This should include instances where referrals were or were not made to another agency such as children's social care or the PREVENT programme
- There is an agreed format for reporting all matters relating to child wellbeing and records are maintained by the DSL/DDSLs including any actions and decisions and outcomes recorded.
- All staff use the agreed format.
- Concerns are factual and evidence based.
- DSLS will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working.
- Each school has a school safeguarding inbox which is monitored by the DSL/DDSLs, this enables secure effective information sharing with agencies.

The Trust will undertake periodic safeguarding quality assurance activities, including file auditing, chronology reviews, trend analysis and thematic reviews to identify patterns, emerging risks and opportunities for improvement.

Safeguarding records should clearly evidence:

- The voice of the child.
- Professional challenge.
- Decision-making rationale.
- Multi-agency involvement.
- Risk assessments.
- Outcomes and impact of interventions.

Where a child transfers to another setting, a summary of risk, current safeguarding concerns and any ongoing support arrangements will be shared securely with the receiving setting in addition to the safeguarding record.

<u>Transfer of Records</u>

- A pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action, within 5 working days of admission, in line with KCSIE 2026 and the local authority STAR Protocol
- The safeguarding file will be sent via CPOMs transfer where the school has CPOMS or a downloaded pdf file sent via secure email (Egress) to the DSL at the receiving school.

- A receipt will be obtained at time of transfer for non-automatic transfers and the responsibility for the safeguarding records will pass to the receiving school.
- The educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25th birthday. Safeguarding records will then be destroyed securely

Schools will seek advice from the Trust's DPO in respect of any requests for information

19. SUPERVISION

Safeguarding team staff receive supervision on a weekly basis in respect of safeguarding issues within their team, however formal supervision is undertaken by the Director of Safeguarding and Attendance, headteachers will also receive case supervision during case file audits. See Supervision Policy.

11. OTHER RELEVANT POLICIES

This policy should be read in conjunction with the following Trust and school's policies:

- Whistleblowing Policy
- Staff Code of Conduct
- Low Level Concerns Policy
- Safer Recruitment and Retention Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Use of Physical Intervention / Restraint Policy
- First Aid / Medications Policy / Intimate Care Policy
- Drugs and Substance Misuse Policy
- Attendance Policy
- Mental Health and Well-being Policy
- RSE/PHSE Policy and Curriculum
- Online Safety (includes mobile phones) and Acceptable Use Policies
- AI Policy
- Educational Visits Policy
- Health and Safety Policy
- EYFS Policy

Appendix 1 – Contact Details

Central Team	Name	Contact Details
CEO	Kirsty Tennyson	Kirsty.Tennyson@three-saints.org.uk
Chair of Directors Safeguarding Director	Amy Bradley	Amy.Bradley@three-saints.org.uk
Director of Safeguarding and Attendance	Linda Smith	Linda.Smith@three-saints.org.uk

School:		
Role/Agency	**Name**	**Contact Details**
Headteacher and Designated Safeguarding Lead	Miss M Slingsby	01744678730 wtp.headteacher@three-saints.org.uk
Designated Mental Health Lead	Miss M Slingsby/Miss A Chippendale	Wtp.headteacher@three-saints.org.uk
Deputy Designated Safeguarding Lead	Miss A Chippendale Miss S Holdsworth	alice.chippendale@three-saints.org.uk elizabeth.dean@three-saints.org.uk
PREVENT SPOC	School Prevent SPOC / DSL	School contact: **01744 678730**
CLA/LAC & Post CLA/LAC Designated Teacher	Miss A Chippendale (Assistant Headteacher)	wtp.headteacher@three-saints.org.uk
Operation Encompass SPOCS	Operation Encompass SPOC: Merseyside Police – Operation Encompass Team	07814 276063 info@operationencompass.org
SENDCO	Miss A Chippendale (SENDCo)	alice.chippendale@three-saints.org.uk
Chair of School Committee and Child Protection Committee Member	Mrs J Lowe (Chair of School Committee)	jackie.lowe@three-saints.org.uk
School Attendance Officer	Mrs J Edwards	joanne.edwards@three-saints.org.uk
School Nurse/Nursing Team	St Helens 0–19+ Service – School Nursing Team	01744 411277
Social Care Contact Centre (each relevant LA to be listed)	For professionals with an urgent child protection concern, telephone first and then complete the online MARF.	**01744 676767 – Option 2** • MASH@sthelens.gov.uk

Out of Hours Duty Team	St Helens Emergency Duty Team (EDT)	**0345 050 0148** – evenings, weekends and bank holidays
LADO	St Helens Local Authority Designated Officer (LADO) / Safeguarding Children Unit	**01744 671252** • sthelenslado@sthelens.gov.uk .
Virtual Head Looked After Children	Heather Addison – Virtual School Head, St Helens Virtual School	virtualschoolforsthelens@sthelens.gov.uk
SCIE Officer	Donna Cullen – Safeguarding Children in Education Officer	DonnaCullen@sthelens.gov.uk Education safeguarding/TESSA advice: **01744 673151**
Early Help Partnership Manager	St Helens Early Help / Family Help – Partnership Coordinators	partnershipcoordinator@sthelens.gov.uk
Early Help Partnership Coordinators	As above	**As above**
Education Welfare Service Children Missing in Education	St Helens Education Welfare Service / Children Missing Education (CME)	Education Welfare: **01744 673356** CME: cme@sthelens.gov.uk
PREVENT Regional (North West) Coordinator (RPECS)	Regional Prevent Education Coordinator – North West	Contact Form for RPEC
Head of Young Carers Service	St Helens Young Carers Service	**01744454802** sthelensyc.office@pss.org.uk
Police Emergency		999
Non-Emergency		101
Forced Marriage Unit		020 7008 0151 (Monday to Friday 9-5pm) Out of hours: 020 7008 1550 (Global Response Centre) fmu@fco.gov.uk
Police Channel Team Coordinator	Counter Terrorism Policing North West (CTPNW) / Merseyside Prevent Team	0151 777 8321
Police Channel Team	Merseyside Police Prevent Team / Counter Terrorism Policing North West (CTPNW)	0800 011 3764
National Anti-Terrorist Hotline	https://www.npcc.police.uk/CounterTerrorism/Prevent.aspx	0800 789 321
NSPCC Helpline		0808 800 5000
NSPCC 24-hour FGM Helpline	fgmhelp@nspcc.org.uk	0800 028 3550

NSPCC Whistleblowing Helpline		0800 028 0285
NSPCC Modern Slavery Helpline		0800 0121 700
National Domestic Abuse Helpline		0808 2000 247 (24 hrs)
Operation Encompass Teachers National Helpline		0204 513 9990 8-11am Mon-Fri

Appendix 2 – KCSIE Part 1 – September 2026

Keeping Children Safe in Education Part 1 - September 2026

Appendix 3 – KCSIE Full Document September 2026

Keeping Children Safe in Education September 2026

Appendix 4 - Definitions of Abuse, Neglect and Exploitation

Abuse

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

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

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

Neglect

Neglect - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or

- abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

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

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 noncontact 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 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

All staff are aware that child sexual and child criminal exploitation are forms of child abuse. See Appendix 6.

Appendix 5 – Safeguarding Children

Family Help

The schools in our trust are committed to providing our families with the right help at the right time. Any child may benefit from family help, but ALL school 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);
- has a mental health need
- 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 or county lines;
- has experienced multiple suspensions, is at risk of being permanently excluded from school and in Alternative Provision or a Pupil Referral Unit.
- may experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
- has a parent or carer in custody, or is affected by parental offending.
- Has English as an additional language.
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of so-called "honour"-bases abuse such as Female Genital Mutilation or Forced Marriage.
- is in a family circumstance presenting challenges for the child, such as temporary accommodation, substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is in care, previously looked after or any child not growing up with their birth family;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- whose parents have expressed an intention to remove them from school to be educated at home;
- is absent from education;

- is an asylum seeker;
- any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children including mental health support.

We therefore ensure that:

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Family Help;
- All staff and volunteers understand that children with additional needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Family Help requirements
- DSLs will undertake an early help assessment, when appropriate, to identify what Family Help is required. An family help plan will be formulated which is an outcomes focused assessment tool. Early help is whereby staff can identify a child's needs early, assess those needs holistically, deliver coordinated services and review progress. Family help plans are designed to be used when:
    - A member of staff is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
    - A child or their parent/carer, raises a concern with a member of staff
    - A child's needs are unclear, or broader than the member of staff's service can address

In order to best support children and families, each school will participate fully in the Family Help process and will take on the role of lead professional, where appropriate. To support this, each school will ensure that a member(s) of staff is fully trained to use each local authority's early help systems.

The Family Help process is entirely voluntary and informed consent of parents or young person, where they are able to provide consent, is mandatory. Each school recognises that should a family not provide consent, this may require a review of the Level of Need, as refusal to provide consent may increase the risk to the child and subsequent consultation with social care may be required. The Family Help Teams in each local authority develop and maintain strong links to universal services, offer named link workers to key services, direct family support and offer support advice and guidance to professionals.

<u>Child in Need and Child Protection Procedures</u>

The Three Saints Academy is committed to PREVENTING abuse, PROTECTING children from abuse and SUPPORTING those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse, including child on child and domestic abuse.

- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates and training.
- ALL staff and volunteers feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers understand the four categories of abuse; NEGLECT, EMOTIONAL ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE.
- ALL staff and volunteers understand that there are other ways in which children can be abused such as; Child on Child Abuse, Online, Child Criminal Exploitation (Including through County Lines), Child Sexual Exploitation, Female Genital Mutilation, Honour or Faith-Based Abuse, Radicalisation, Trafficking, Slavery, Forced Marriage, Domestic Abuse (as either a direct victim or witness) and others
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- All staff, if they have concerns, know these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Social Care to discuss safeguarding concerns if the DSL or deputy is not immediately available.
- DSLs keep up to date with emerging and specific safeguarding issues and update training accordingly
- DSLs update staff and volunteer's knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse.
- All staff are aware that children may not feel ready or know how to tell someone about their worries/concerns.
- Staff should be professionally curious.

<u>Responding to Disclosures and Referrals to Children's Social Care</u>

ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse. Staff, school committee members, volunteers and other adults working in school know they must:

- Listen and keep calm. Do not interrupt
- NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- Use the "TED" model for asking open ended questions: "**T**ell me about that", "**E**xplain that to me", "**D**escribe that"
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third-party information
- Report the matter immediately to the Designated Safeguarding Lead
- If in doubt, seek advice from the Designated Safeguarding Lead

They will not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead
- Take photographs of any marks or bruises

In addition, though, all staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. If any member of the school community has a safeguarding concern regarding a child, they should contact the Designated Safeguarding Lead without delay. Staff and school committee members should not investigate possible abuse or neglect themselves.

Injuries noted should be reported to the Designated Safeguarding Lead <u>immediately</u> and without delay as it is acknowledged that once an injury occurs, the body will start to heal and therefore evidence will start to diminish.

The Designated Safeguarding Lead will consider the information they have received and will determine what action should be taken by the school. He/she will refer to the local authority's Levels of Need framework to aid this decision making (see Appendix 10). He/she must record the outcome of this decision-making process.

If the Designated Safeguarding Lead is unsure as to whether the presenting concern reaches the threshold for referral to Children's Social Care they should contact the Children's Social Care for advice.
Children's Social Care contact details can be found in Appendix 1 – Contacts

If the Designated Safeguarding Lead feels that the concern should be addressed via the Family Help Level or Child in Need levels, then they should contact the child's parent(s) to request consent to proceed. If the parent(s) refuses to give consent, the Designated Safeguarding Lead should consider how to proceed, including if refusal increases the risk of harm to the child. (If required, appropriate translation will be provided, avoiding the use of family or local community members.) Where the Designated Safeguarding Lead feels that the information indicates that a child is in need of protection (Level 4 – Section 47 only), they should still contact the parent(s) to inform them that they are making a referral to Children's Social Care and to gain consent, unless to do so would place the child at increased risk of harm; for example:

- where sexual abuse involving a family member is suspected or disclosed
- where fabricated or induced illness is suspected
- where to do so would impede an existing criminal investigation

The Designated Safeguarding Lead and/or Deputy will complete, in detail, the Children's Social Care referral form (available on the local authority's Children and Young People Safeguarding Partnership website Liverpool City Council) They will include as much detail as possible relating to the child, immediate and wider family, the allegation of harm, situation, context, environment, risks and protective factors to enable Children's Social Care to react in a timely way. This referral form must be completed within a maximum of 48 hours but sooner when requested.

If the school does not receive an outcome to their referral from Children's Social Care within one working day, the Designated Safeguarding Lead should contact Children's Social Care immediately. If the referral results in an Assessment and a period of Child in Need (Level 3) or Child Protection (Level 4), or a Family Help (Level 2) assessment and plan, the Designated Safeguarding Lead and/or Deputy will engage thoroughly with the relevant assessment and resulting plan. This includes Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings.

The DSL or a Deputy DSL will attend Child Protection meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.

The DSL and Deputy/ies meet regularly to ensure that decisions made about children who are subjects of Child Protection Plans are agreed and a clear rationale for the decision is documented.

A copy of the child's CP Plan is included in the child's individual safeguarding file on CPOMS.
Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases.

Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child.

ALL staff understand that children who perpetrate abuse or display harmful behaviour (including harmful sexual behaviours) should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.
Specific programmes of intervention and support are offered to children and families who are vulnerable.

Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment. Other local authority assessment tools will be completed as and when appropriate

Appendix 6 – Specific Areas of Safeguarding

ALL staff and volunteers understand that there are specific and emerging ways in which children can be abused and are aware of these specific issues; reporting any concerns in the appropriate manner to the DSL.

Further information on specific areas of safeguarding can be found within Part 1 of Keeping Children Safe in Education 2026 and Annex A.

<u>Absent from education, unexplainable and/or persistently absent pupils and pupils electively home educated</u>

When a child is absent from education particularly repeatedly and/or for prolonged periods, or persistently absent this can be a vital warning sign of a range of safeguarding possibilities. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All the schools in the Three Saints Academy closely monitor school attendance to identify any pupils who are absent from education. All staff are aware of the procedures and our graduated response to support pupils and families.

'Children Missing Education' (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education other than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences.

When a child is deemed to be missing from education, schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register.

Once these enquiries have been undertaken, the local protocol for Children Missing Education must be followed.

Pupils at particular risk of CME:

- Pupils at risk of harm/neglect

Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected school should follow the local child protection procedures

- Children of Gypsy, Roma and Traveller (GRT) families

Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination

school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education

- Children of Service Personnel
- Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice
- Missing children and runaways
- Children who go missing or run away from education, home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
- Children and young people supervised by the Youth Justice System
- Children who have offended or are at risk of doing so are also at risk of disengaging from education
- Children who cease to attend a school
- There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- Children of new migrant families
- Children of new migrant families may not have yet settled into a fixed address or may have arrived into the local area without the Local Authority becoming aware, therefore increasing the risk of the child missing education.

Schools will carefully scrutinise repeated patterns of absence, severe absence and attendance instability as potential indicators of safeguarding risk. Attendance data will be triangulated with welfare information, behavioural concerns and contextual safeguarding information to identify cumulative vulnerability.

Child on Child Abuse

All staff receive training on child on child abuse.
We have adopted a 'whole school approach' to tackling sexism, misogyny, prejudice and child on child abuse (including sexual violence and sexual harassment).

We fully understand that even if there are no reports of child on child abuse in school it may be happening. As such, all our staff and children are supported to:

- be alert to child on child abuse (including sexual harassment);
- understand how the school views, records and responds to child on child abuse
- stay safe and be confident that reports of such abuse will be believed, taken seriously and acted upon.

We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".

We will recognise that "child on child abuse" can occur between and across different age ranges. We will follow both national and local guidance and policies to support any **child** subject to child on child abuse.

We will follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools in line with Part 5 of Keeping Children Safe in Education 2026.

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. This includes:

- Bullying (physical, name calling, homophobic, etc., including cyber bullying)
- Gender based violence
- Faith-based prejudice
- Misogyny
- Sexually harmful behaviour, including 'upskirting' and sexting including "cyber-flashing"
- Abuse in intimate personal relationships between children
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- Causing someone to engage in a sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nudes images
- Initiation/hazing type violence and rituals.

This abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, culture, sexual identity, disability, special educational needs or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

<u>Recognising and responding to child on child abuse</u>
Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. An assessment of an incident between two (or more) children should be completed and consider the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour, coercion or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred

- Whether this was a one-off incident, or longer in duration

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

It is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way. Even with the most stringent of policies and support mechanisms, child on child abuse can and may still occur. In order to try to prevent this schools in our trust will:

- Have an ethos where students and staff treat each other with respect and understand how their actions affect others
- Ensure that the school environment is one that allows students to share information about anything that is upsetting or worrying them
- Use a strong and positive PSHE curriculum to tackle issues such as prejudiced behaviour, and gives an open forum for young people to talk
- Openly discuss any issues that could motivate bullying with staff and students
- Address issues early between pupils which might later provoke conflict
- Develop strategies to help to prevent bullying
- Involve students and parents to ensure they know what to do to prevent and report concerns
- Create an inclusive, safe environment where pupils can openly discuss issues without fear
- Invest in skills to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils through staff training and CPD to ensure that staff do not dismiss issues
- Work with the wider community and agencies to tackle issues that occur outside the setting

<u>Remote Learning</u>

There may be occasions where the school will need to implement a 'remote learning' approach to education. This might be due to health reasons, such as periods of 'self-isolation', or when extreme weather prevents the school from fully opening.

During times of partial closure, priority will be given to those pupils identified as being vulnerable.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Schools within The Three Saints Academy Trust will continue to work with and support children's social workers to help protect vulnerable children during any time of partial or full closure. This includes working with and supporting children's social workers and the local authorities virtual school head for looked-after and previously looked-after children. The lead person for this will be the DSL.

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and DSL will explore the reasons for this directly with the parent.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in The Three Saints Academy's code of conduct and in line with Guidance for Safer Working Practice and in line with Safeguarding and remote education guidance and Providing remote education: guidance for schools

Child Criminal and Sexual Exploitation

Child Sexual Exploitation

Child Sexual exploitation (CSE) is sexual abuse of a child. The definition of Child Sexual Exploitation is:

> "Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the

victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts, or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- unknown adults collecting the children from school
- having older boyfriends or girlfriends
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers

- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- repeat absences / truancy from school (e.g. same time of day, same day each week, etc.)
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- frequent missing from home episodes
- getting involved in crime, police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.
The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation;

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

A typical feature of this form of exploitation is "County Lines" criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from one area to another, typically from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of exploitation. Signs include:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Prevention of radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the Trust's safeguarding approach.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. *Terrorism*, is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is mae for the purpose of advancing a political, religious or ideological cause.

Extremism is defined in the Counter Extremism Strategy 2023 as "the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist." Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalization.

The Three Saints Academy Trust values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right

to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Under duties imposed within the Prevent Duty Guidance 2015 as part of the Counter-Terrorism and Security Act 2015, each school within the trust will ensure that situations are suitably risk assessed, that they will work in partnership with other agencies, that all staff are suitably trained and have completed the Home Office's Prevent Training with School Committee Members and DSL/DDSL's completed the RPEC PREVENT training and that IT policies will ensure that children and young people are safe from terrorist and extremist material when accessing the internet in school.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Three Saints Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Each school within the trust seeks to protect children and young people against the messages of all violent extremism.

School staff have also undertaken online ProtectUK training with DSL's having signed up to the PROTECTUK Counter Terrorism Guidance website.

Mandatory reporting of FGM

Teachers *must* personally report to the police cases where they discover that an act of FGM appears to have been carried out, by calling 101. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's Designated Safeguarding Lead and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. Mandatory Reporting of Female Genital Mutilation - procedural information.

If there are suspicions regarding FGM, it is essential that schools take action **without delay**. If there are concerns that a child is at risk of, or is a victim of, FGM contact the police via 999 (for immediate risk) or 101. Alternatively, the NSPCC FGM helpline anonymously 24/7 on 0800 028 3550 or fgmhelp@nspcc.org.uk

Online safety

The Three Saints Academy trust is committed to keeping pupils safe online. We therefore ensure that:

- ALL staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's online safety policy details how we keep pupils safe when using the internet and mobile technology
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Behaviour and Relationships and Anti-Bullying policies.
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children.
- DfE advice; *Searching, Screening and Confiscation* is followed where there is a need to search a pupil for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy
- The school has appropriate filters and monitoring systems in place regarding use of internet as detailed in the Online Safety Policy.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such our governing body ensures that appropriate filters and monitoring systems are in place.

All staff recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

The Trust ensures that, online safety training is a key part of the safeguarding training schedule for staff, school committee members and volunteers, and the requirement to ensure children are taught about safeguarding, including ensuring that online safety is integrated, aligned and considered as part of the overarching safeguarding approach within school.

Additional information can be found within Keeping Children Safe in Education 2026 and Sharing Nudes and Semi Nudes.

Use of electronic devices in school

The Three Saints Academy is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. The Three Saints Academy Trust considers the safe use of any devices owned by all the trust schools. The Three Saints Academy recognises mobile phones and tablets can be valuable resources for taking photographic and video images of pupils for teaching and learning purposes, to record progress or to celebrate achievement.

The Three Saints Academy will no longer publish any child's identifiable photographs on their website or social media platforms.
School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children to be used around school.
- parental consent is obtained for photographs to be taken and uploaded to the school password protecting portals such as Dojo and Tapestry.
- parental consent is obtained for photographs to be taken by the media where children are participating in events
- separate parental consent is obtained if any other agency requests to take photographs of any child
- parental consent will be sought every 12 months but may be sought more regularly at the discretion of the Headteacher
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children
- the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business
- during outings, staff will only use mobile phones belonging to the setting wherever possible
- photos are printed/uploaded in the setting by staff and once done images are immediately removed from the camera's memory
- parents are reminded frequently of the risks associated with posting images of children to social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors will not use mobile phones in toilet or changing areas and only in line with the schools Code of Conduct/acceptable use policy
- The Code of Conduct/acceptable use policy outlines when and where staff, volunteers and visitors can use their mobile phones
- All tablets/mobile phones or tablets must only be used by members of staff for work purposes.
- Only trust's devices, that are used by staff, will have social media or messaging apps on them. Social networking, on behalf of the school, will be done on these devices only.
- Headteacher/EY Managers must ensure any apps downloaded onto devices are age and content appropriate for the children or staff using them.
- Passwords or passcodes for devices must not be shared or written down and will be changed regularly.
- Mobile phones and devices belonging to the setting will always be used in accordance with the acceptable IT use policy and activity may be monitored for safeguarding reasons and to ensure policy compliance..
- EY devices must not be taken home with staff and must remain secure at the setting when not in use.
- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher.

The School Committee/trust will ensure they maintain oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSIE 2026.

The schools in the Trust are directly responsible for ensuring the setting has appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures to keep up with evolving cyber-crime technologies.

Mobile Phones and Personal Devices

Children are not permitted to bring or use mobile phones, smartphones, smartwatches with communication functions, or other personal communication devices in, unless exceptional arrangements have been agreed by the Headteacher (eg for safety purposes, such as walking home from school). This measure helps to safeguard pupils, protect their privacy, minimise distractions to learning, and reduce risks associated with misuse of technology, online safety, bullying, and the unauthorised taking or sharing of images.

Children that need to have one of the above devices will follow their school protocol for handing in and storage of devices until they leave the school premises.
Any device brought into school without prior agreement will be confiscated and returned to a parent or carer in accordance with the school's behaviour and safeguarding procedures.

Looked after children, and previously looked after children

The School Committee will ensure that there is a designated member of staff who will ensure the academic progress, emotional wellbeing and safety of children who are looked after or have previously been looked after by the local authority.

All staff understand that children who are in the care of the local authority have usually experienced abuse and/ or neglect.

The School Committee will ensure that the named teacher understands and has knowledge of the child's legal status (whether they are looked after with the consent of the parent, under an interim care order or full care order) and the contact arrangements with the parents or people with parental responsibility.

The named teacher will have details of the child's care arrangements and the level of authority given to the carer by the local authority that looks after the child.

The named teacher will have the name and contact details of the social worker and the name of the virtual head from the authority that cares for the child.

All staff have the understanding and knowledge that previously looked after children remain vulnerable and will liaise with the designated teacher to ensure that information is shared to keep looked after and previously looked after children safe.

The designated teacher will work with the virtual school and the local authority to ensure that the educational outcomes of registered children who are looked after are met.

The designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who have been adopted from state care outside England and Wales.

The designated teacher must have the relevant experience and qualifications to fulfil this role and also be able to attend training to keep informed about developments in this area.
The designated teacher will liaise with the virtual head to discuss how funding can be best used to support the progress of looked after children and best meet the needs identified in the personal education plan (PEP).

Private Fostering

Private fostering occurs when a child under the age of 16 (or under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will request updated pupil information forms be completed annually to help to identify those children who have had a change in living arrangements.

Should the school become aware of a child who is privately fostered, the Designated Safeguarding Lead will notify the Local Authority who will check that the arrangement is suitable and safe for the child.

Police and Criminal Evidence Act (1984) – Code C

The Headteacher, Designated Safeguarding Lead (and deputies) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, such as seeking guidance from specially trained officers, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person about whom there are grounds to suspect of an offence, must be cautioned[1] before being questioned about an offence[2], or asked further questions if the answers they provide give grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.
A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.
The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance PACE Code C 2019
Safeguarding vulnerable groups, including Domestic Abuse

Each school in the trust receives all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass. https://www.operationencompass.org/

The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the pupil should receive.

The definition of domestic abuse is:

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[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*
[2] A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

"any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional."

All children can be direct or indirect victims of domestic abuse. Witnesses can be adversely affected by domestic abuse in the context of their home life, where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

All staff understand the significant impact that Domestic Abuse can have on a child both at the time of the incident and longer term. Each school follows the guidance set out within this policy to ensure the safety and wellbeing of children. Children who have experienced or witnessed Domestic Abuse will be monitored and supported through the school pastoral care system.

Honour Based Abuse (HBA)

HBA is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or **honour**. **Violence or abuse** can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their **honour** code.

Forced Marriage

Forced Marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry. It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used. Multi Agency statutory guidance for dealing with forced marriage and handling cases of forced marriage

Modern Slavery

The Modern Slavery Act 2015 places a statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking':

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA and follow their normal safeguarding procedures.

ALL staff will have read Annex A of Keeping Children Safe in Education 2026 and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;

- Children in the Court system;
- Children with family members in prison

- Homelessness

Children experiencing mental health difficulties

At The Three Saints Academy we understand that mental health issues can be an indicator that a child has suffered, or is at risk of suffering from abuse, neglect or exploitation. Staff in our schools are not qualified to diagnose mental health problems. However, we are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a concern about the mental health of a child, which is also a safeguarding concern or appears to be developing into a safeguarding concern, then we will respond immediately by sharing this information with the school Designated Safeguarding Lead, who will act in line with the safeguarding guidance set out in this policy. Staff should remain professionally curious when mental health concerns present alongside safeguarding indicators, recognising that both may coexist

As a school we aim to provide a nurturing environment for children and staff and we teach resilience through our school curriculum. Whenever a concern arises which is related to mental health, we will always act in the best interest of the person involved and access appropriate support either internally or by accessing support from external agencies.

The Designated Safeguarding Lead has working knowledge of the guidance in Chapter 4 of Mental Health and Behaviour in Schools.

Serious Violence

All staff and volunteers are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be risk of criminal exploitation

Appendix 7 – Cause for Concern Form with Body Map

Appendix 8 – Social Care Referral Form/Link

MASH online referral form

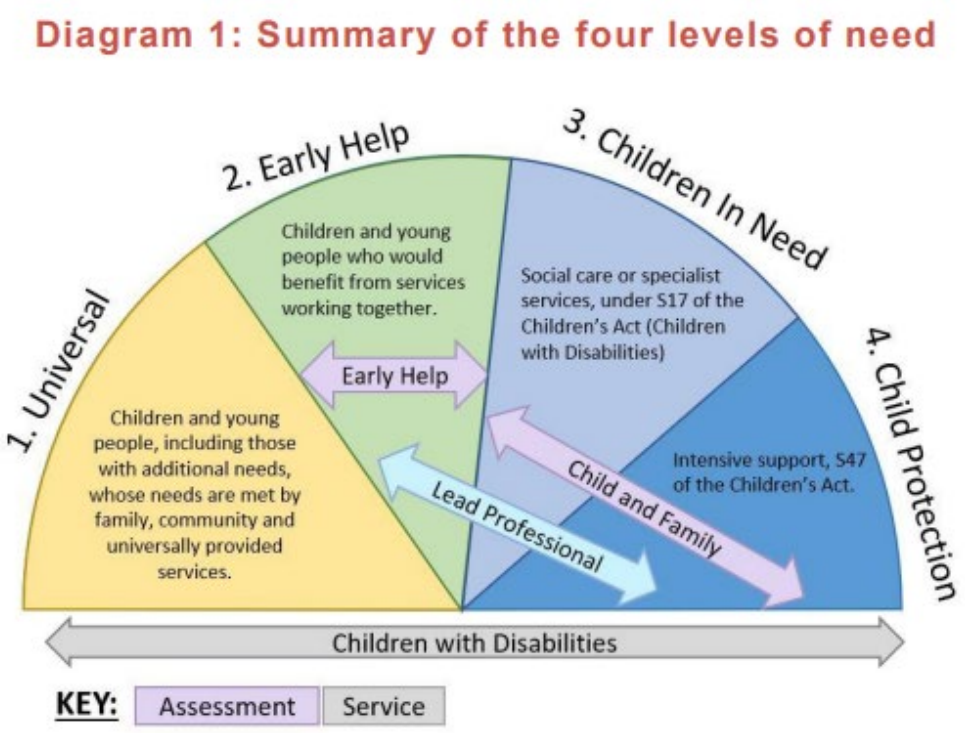
Appendix 9 – Link to Local Authority Safeguarding Partnership referral forms

Merseyside Police / Counter Terrorism Policing North West – Prevent referral. For Prevent concerns relating to a child, follow the local Prevent referral process.

St Helens Council – Local Authority Designated Officer (LADO). Concerns about an adult working with children should initially be referred through St Helens Children's Social Care, stating that **LADO advice** is required. St Helens Council confirms the LADO coordinates the response to concerns about adults who work with children.

Appendix 10 – Local Authority Thresholds of Need and Safeguarding Flowchart

St Helens Thresholds of Need



St Helens process for reporting concerns about children (Under 18)

You have a safeguarding concern
(This could be a suspicion, an allegation, an observation or a disclosure of abuse)

↓

Deal with any immediate danger
Contact 999 if appropriate.

↓

Inform Manager/Child Protection Lead within your organisation.

↓

Ring Contact Cares to make referral.
01744 676767
OR when needing to refer (out of hours) in an emergency
The Emergency Duty Team (EDT)
From 5pm on **0345 050 0148**

↓

The MASH Team

- Level 1 – no further action or advice and signposting to universal services
- Level 2 – EHAT recommended to a partner agency, early help team or targeted support.
- Level 3 or Level 4 – referral to a social worker within statutory services

Appendix 11 – Induction Safeguarding Sheet

Appendix 12 – Visitor Safeguarding Leaflet

SAFETY & SECURITY

DO

- Wear your visitor's badge at all times
- Sign in and out when entering and leaving the school premises
- Make yourself aware of our Fire Procedures (information on classroom walls)
- Leave the building via the nearest exit in an emergency
- Wear appropriate attire (e.g. no low cut tops, short skirts, no jeans)
- Make yourself aware of our First Aiders (information on classroom walls), and if a child requires first aid refer them to a First Aider
- If a child becomes unwell, refer them to their class teacher
- Report disclosures made by pupils to the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead
- Alert a member of staff if you have any concerns in relation to Health and Safety/Safeguarding
- Think about your own safety and report anyone who is acting suspiciously
- Ensure all external doors remain closed.
- Follow all school policies at all times; if in doubt, check with a member of staff
- Expect school staff to challenge you politely if they have reason to believe you are not adhering to our safeguarding/ health and safety procedures

DO NOT

- Be left alone with a child
- Smoke on the premises
- Open the door to visitors (alert a member of staff)
- Share door security codes
- Drink hot drinks in the presence of children
-

We are committed to safeguarding and meeting the needs of all our children.

CEO: Mrs Kirsty Tennyson

Executive Headteacher: Miss Michelle Slingsby

Chair of School Committee: Mrs Jackie Lowe

FIRE

If the fire alarm sounds during your visit please:

- Exit the building via the nearest exit and assemble on the school playground
- Do not collect your belongings
- Do not run
- Do not re-enter the building until you have been given the all clear to do so
- If you are working with pupils they should also leave via the nearest exit with you and re-join their class at the assembly point

DBS CHECKS

All staff, including supply staff, regular visitors and volunteers are subject to the Disclosure and Barring Scheme checks (previously CRB). This is to help ensure that unsuitable people are prevented from working with children.

ACCIDENTS & ILLNESS

Should you have an accident or become unwell during your visit please report this to a member of staff who will inform a member of the Senior Leadership Team

CONFIDENTIALITY

Confidential or personal information about a pupil or family must never be discussed outside of school and information shared will be on a need to know basis

STAFF CONDUCT

If you are concerned about the conduct of a member of staff, student or volunteer in our school you must report this immediately to the Head Teacher

Willow Tree Primary School

Tel: 01744 678730

Email: office@willowtree.st-helens.sch.uk

Willow Tree Primary School

Growing, Learning and Achieving Together

SAFEGUARDING INFORMATION

Article 19 UNCRC—All children should be protected from violence, abuse and neglect

This leaflet has been issued to guide you to understand what is expected of you during your visit.
Please seek advice if you are unclear about any of the contents.

DESIGNATED SAFEGUARDING LEADS



Miss Michelle Slingsby
Headteacher
Designated Safeguarding Lead



Miss Alice Chippendale
Assistant Headteacher
Deputy Designated Safeguarding Lead



Miss Elizabeth Dean
Assistant Headteacher
Deputy Designated Safeguarding Lead

If you are worried about the safety of any child in our school or have any Health & Safety concerns you must report your concern to a member of the Designated Safeguarding Leads.

VISITORS RESPONSIBILITY

All those who come into contact with children through their every day work whether paid or voluntary are responsible for their own actions and behaviour. You should avoid any contact which would lead any responsible person to question your motivation and intention. At Willow Tree Primary we all have a duty to safeguard and promote the welfare of children.

Please follow our Code of Behaviour:

- Do treat everyone with respect.-remember our school rules 'Ready, Respectful, Safe'
- Do provide an example you wish others to follow.
- Do remember that someone else might misinterpret your actions, no matter how well intentioned.
- Do plan activities so that they may involve more than one person or at least are in sight or hearing of others.
- Do respect a child's right to personal privacy.
- Do act as an appropriate role model.
- Do provide access for children and adults to feel comfortable enough to point out attitudes and behaviours they do not like, and try to provide a caring atmosphere.
- Do not jump to conclusions without checking facts.
- Do not permit abusive activities eg bullying, ridiculing.
- Do not play physical contact games, make inappropriate comments or have inappropriate banter with the children.
- Do not make suggestive remarks, gestures or tell any jokes that could be offensive.
- Do not rely on your good name to protect you. It may not be enough.
- Do not believe it could not happen to you.

It could

WORRIED ABOUT A CHILD

Abuse (physical, sexual, emotional) or neglect can have a damaging effect on a child's health, educational attainment and emotional well being. Some changes in a child's behaviour may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be symptoms of a hidden disability, undiagnosed medical conditions or changes in medication. If whilst working with a child you become concerned about

- Comments made by a child
- Marks or bruising on a child
- Changes in a child's behaviour

Please report these concerns to the class teacher who will pass the information to the school's Designated Safeguarding Lead.

DISCLOSURE OF ABUSE BY A CHILD

Whilst this can be an alarming situation, it is important that you know what to do in such an eventuality and for you to be able to stay calm and controlled.

- Listen to what is being said without displaying shock or disbelief. Accept what is being said.
- Allow the child to talk freely, listen do not ask direct questions.
- Re-assure the child but do not make promise that might not be possible to keep.
- Do not promise confidentiality but explain to the child that you have to tell their teacher or Headteacher in order that you can help them.
- Do not interrogate or ask leading questions.
- Re-assure the child it is not their fault.
- Stress that it was right to tell.
- Make them aware their disclosure will be reported to only those that need to know and can help.
- Record details of the disclosure immediately, including where possible the exact words or phrases used by the child. Sign and date the record.
- Report your concerns and give your written record to the Designated Safeguarding Coordinator or Headteacher to enable the matter to be dealt with in the most appropriate way.
- Be aware of your own feelings about abuse and find someone you can share your feelings with once the procedures have been completed.
- It is important to remember the children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else.

ALLEGATIONS

Any allegations should be reported to the Executive Headteacher Miss Michelle Slingsby

If the concerns are about the Headteacher these should be reported to the CEO Mrs Kirsty Tennyson and the Chair of School Committee—Mrs Jackie Lowe

SAFE WORKING WITHIN ST MICHAEL WITH ST THOMAS CE PRIMARY SCHOOL

- Provide a good example and be a positive role model by being respectful, fair and considerate to all.
- Treat all children equally—never build a "special relationship" or favour a particular child above all others.
- Ensure that when working with individual children, that you can be visible by others.
- Do not photograph children (unless requested by school staff) exchange text messages, and phone numbers or give out personal details.
- Do not receive or give gifts unless arranged through school.
- Only touch children for professional reasons and when this is necessary and appropriate for the child's wellbeing and safety.



NOTICE TO VISITORS

SWITCH OFF NOW

As part of our safeguarding policy visitors are not permitted to use mobile phones on school premises.

I feel worried!

It's ok to feel worried sometimes.
You are never alone.

- I'm being bullied – someone is being unkind to me physically or emotionally
- Something has happened at home that is making me uncomfortable, unhappy or scared
- Someone is hurting or threatening me
- I've seen or heard something online that has upset, scared or made me uncomfortable
- Another problem

NOTHING is ever too small or silly.

What can I do?

- Tell my parent, family member, or another trusted adult.
- Tell a trusted adult in school.
- Write down what is upsetting me and pass it to an adult in school.
- Use your talking pebble to show you want to talk to someone.
- Use the Whisper button on the school website to send a message.

Who can I talk to in school?

You can talk to anyone in school about anything that is upsetting or worrying you, this could be:

- Any teacher
- Any teaching assistant
- Miss Slingsby
- Miss Chippendale
- Miss Dean
- A lunchtime assistant

I can ask a friend to help me talk to them



What will happen next?

It is your right to be safe, protected from harm and to be heard.

If you talk to an adult in school, we will:

- Listen to you, carefully
- Find out what has happened
- Do everything we can to help
- Keep you safe

We are here to help.
You matter. Your voice matters.

How does school keep me safe?

Health

- First aiders
- Allergy information
- Asthma management/inhalers



Helping families

- Family support worker
- Newsletters
- Pupil groups
- Young carer group
- Understanding your child's behaviour course
- Parent Forum
- Working with other professionals
- Information on school website
- Wrap around care

Remember... you can always talk.
There is always someone who will listen and help you.

See Appendix 13 – Children's Safeguarding Leaflet (if applicable)

Appendix 14 – Local Authority Transfer STAR Protocol

