BALMORAL
LEARNING TRUST

Child Protection Policy

Review Date	Reviewer	Approved By	Date Approved	Implementation Date
Autumn Term 2023	Mrs. S Bell	Trust Board	September 2023	September 2023
Spring Term2024	Mrs. S Bell	Trust Board	March 2024	Immediate
Autumn Term 2024	Mrs S Bell	Trust Board	Autumn Term 2024	Immediate
Autumn Term 2025	Mrs S Bell	Trust Board	Autumn Term 2025	Immediate
Autumn Term 2026				

Issue No:	4

Changes to Policy		
Issue No	**Date**	**Description**
1	September 2023	- KCSIE 2023
2	January 2024	Updated in line with changes to Working Together to Safeguard Children 2018 which was replaced by Working Together to Safeguard Children 2023 on pages 6,18 and 31
3	September 2024	Updated in line with Keeping Children Safe in Education 2024 Updated Local Academy Committee to Academy Committee throughout the document Replaced KCSiE 23 with KCSiE 2024 throughout the document Section 4-Support There is updated wording in relation to suspension and permanently excluded from school Section 5- Roles and responsibilities. There is updated information in relation terrorism and the prevention of terrorism Section 10- Holding and Sharing Information. Updated guidelines around record keeping Section 18- Safe Schools. There is an updated telephone number for the LADO Team
4	September 2025	New policy and new safeguarding partner: Helen Hogan, Safeguarding Matters. Up dated Local Board with Local Academy Committee

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Child-on-Child Abuse Policy is an addendum to this policy and will be read alongside it.

1. Introduction

Balmoral Learning Trust Child Protection Policy provides clarity to all stakeholders (children, parents, staff, Directors and members of the Local Academy Committee) on the necessary, appropriate and immediate action that will be taken by school, in the event that a child is identified at risk of harm or in need of support and intervention. All school's stakeholders are committed to following these effective procedures to keep children safe.

Children may be at risk of harm by adults including (parents, carers, teachers, professionals, family members, non-family members and strangers) as well as other children (including siblings, extended family members, friends, other children and strangers). They may also face these harms in a variety of contexts including inside the family home, in their communities - or wherever they are involved in external activities, in school and online.

Balmoral Learning Trust has a committed culture of safeguarding that ensures that all children are provided with appropriate opportunities to seek support from safe adults in school in safe spaces. This means they will feel validated, valued, listened to and supported and that ALL staff will act immediately and respond within the appropriate thresholds and level of intervention to gain the most effective outcome for every individual child. This means ALL staff must exercise professional curiosity in understanding the life-lived experience of all children they come into contact with and report and record it appropriately.

2. Purpose and Aim

The purpose of this policy is to adhere to the Children's Act, 1989 and ensure that the safeguarding and welfare of children is paramount. This means acting early to support children to ensure that they get the 'right help at the right time' (Working Together 2023). This means all staff will offer intervention at the earliest opportunity in a proactive approach to prevent escalation. However, where child protection concerns are identified, referrals will be handled sensitively, confidentially and professionally in order to support the child's well-being.

Our Trust Board is committed to and has a strategic safeguarding responsibility to ensure that all appropriate safeguarding policies and procedures are in place to protect children. We expect all stakeholders to share this commitment.

There are 5 key elements to Child Protection Policy and commitment to keeping children safe

1. **Prevention and Interception** – providing a positive culture of vigilance and safeguarding in school through effective teaching, pastoral care and safe adult role models who identify vulnerability and susceptibility in children and seek to prevent future harm by intercepting at the right time (as early as possible) to reduce further risks including but not limited to (harassment, bullying/cyber-bullying, prejudice-based and discriminatory bullying, victimisation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation (extremism and terrorism) and issues such as 'Honour' - Based Abuse, Female Genital Mutilation and Forced Marriage).
2. **Safeguarding and Protection -** following all necessary safeguarding policies and ensuring that all staff respond appropriately, sensitively and timely to all child protection concerns and that every member of staff has regular training and updates, at least annually, and are supported to refer their concerns to the academy Designated

Safeguarding Lead or Deputy Designated Safeguarding Lead or the Trust safeguarding lead Susan Bell or the Integrated Contact and Referral Team on 561 7007 directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (mandatory reporting of FGM from October 2015), radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

3. **Escalation –** following the local safeguarding partnership threshold guidance and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered and escalated if there remains no improvement to a child's circumstances.
4. **Scaffolding and supporting –** supporting staff through reflective training to be able to recognise vulnerable children and provide scaffolding and support so that those children achieve their best outcomes.
5. **Timely Record Keeping –** ensuring that all information staff have regarding children's lived experiences and risk of harm are recorded factually, accurately and in a timely manner to ensure the most positive outcomes for children.

3. Vulnerability and Susceptibility

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff will be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'Honour'- Based Abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

(KCSIE 2025)

All staff have a responsibility to recognise child abuse, neglect, exploitation and child-on-child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff are also 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. Additional guidance

on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2025. **Where the school has created an additional school policy because of any specific area of need, this is to be read in conjunction with this Child Protection Policy.**

Broadly the areas taken from Keeping Children Safe in Education, 2025 Annex B, include

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children in the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- So called 'Honour' - Based Abuse inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- FGM
- FGM mandatory reporting duty for teachers
- Forced Marriage
- Additional advice and support

Keeping children safe in education 2025

Statutory guidance for schools and colleges

July 2025 (for information) version, pending publication of final version which comes into force in September 2025.

(KCSIE 2025)

Staff are also aware that children may be more susceptible to harm due to their accessibility. This means that they may spend long periods of time unsupervised in any or all of their contexts which can increase the likelihood of them being targets to being groomed or harmed by individuals who are aware of this.

4. Children with SEND

Balmoral Learning Trust recognises that, statistically, children with SEND, behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff will give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury will be considered for each individual child and their own circumstances and will not be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential

for children with SEND and certain medical conditions being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time will be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, the academies in Balmoral Learning Trust will consider extra pastoral support for children with SEND and certain medical conditions.

5. Legislation, Policy and Practice

All schools work in collaboration with partner agencies. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. This includes the mandatory reporting of radicalisation and extremism (PREVENT) and Female Genital Mutilation (FGM).

The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the City.

Balmoral Learning Trust is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children Partnership's Multi Agency Safeguarding Arrangements (MASA) www.safeguardingchildrensunderland.com and partner agencies in all cases where there is a concern about significant harm.

Local Authorities have a duty to investigate Significant Harm (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2025 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2023 which applies to all schools, including maintained Nursery Schools. The Children Act 1989 sets out the legal framework.

6. Workforce Role in Keeping Children Safe

All staff are responsible for and must take any action necessary to safeguard and promote the welfare of children. This is defined as providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; including in addition to the four categories of harm, issues such as sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), child criminal exploitation (CCE), child sexual exploitation (CSE), county lines and serious youth violence, 'Honour' - Based Abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, radicalisation, (extremism, radicalisation and terrorism), harassment, bullying including cyber-bullying, prejudice-based and discriminatory bullying and victimisation; ensuring that children grow up

in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

The workforce must maintain the attitude that 'it could happen here' with regards all safeguarding concerns and by following these key expectations:

1. Reporting and Recording: All school staff play a crucial role in safeguarding due to their regular contact with children. They must know and understand the procedures for reporting any concerns of abuse or neglect to the Designated Safeguarding Lead (DSL) or deputies, following it up in written record (CPOMS). All discussions, decisions and reasons for them will be recorded in writing adhering to Balmoral Learning Trust's Recording and Information Sharing Policy/Procedure. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children. Staff must report any observed or disclosed concerns immediately and should feel confident in doing so. They also have the right to report concerns directly to the Integrated Contact and Referral Team if necessary and the police, in the absence of the DSL or to prevent any delay.

2. Listening to Children: Staff will actively listen to children's concerns, valuing their voices, and provide reassurance that the information they disclose will be taken seriously and the right help will be accessed whether this is statutory or non-statutory. Staff should feel confident in reassuring victims that they are being taken seriously and that they will be supported and kept safe, even when 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. Therefore, all staff will ensure that they exercise their professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication and maintaining an attitude of **'it could happen here' in respect of any safeguarding issues** and reporting any concerns regarding the behaviour of a child, an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.

3. Whistleblowing: Staff must raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the Staff Behaviour/Code of Conduct inclusive of 'Low-Level' Concerns.

4. Training: Staff are required to undergo comprehensive safeguarding training, including recognition of online safety risks which includes (an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. In addition, all staff will receive updates as required and at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

5. Online Safety Training: Staff will ensure that they understand, through online safety training, that technology is a significant component in many safeguarding cases and the additional risks for pupils online and continue to promote the school's Online Safety Policy/Mobile and Smart Technology (Acceptable Use Policy) in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet

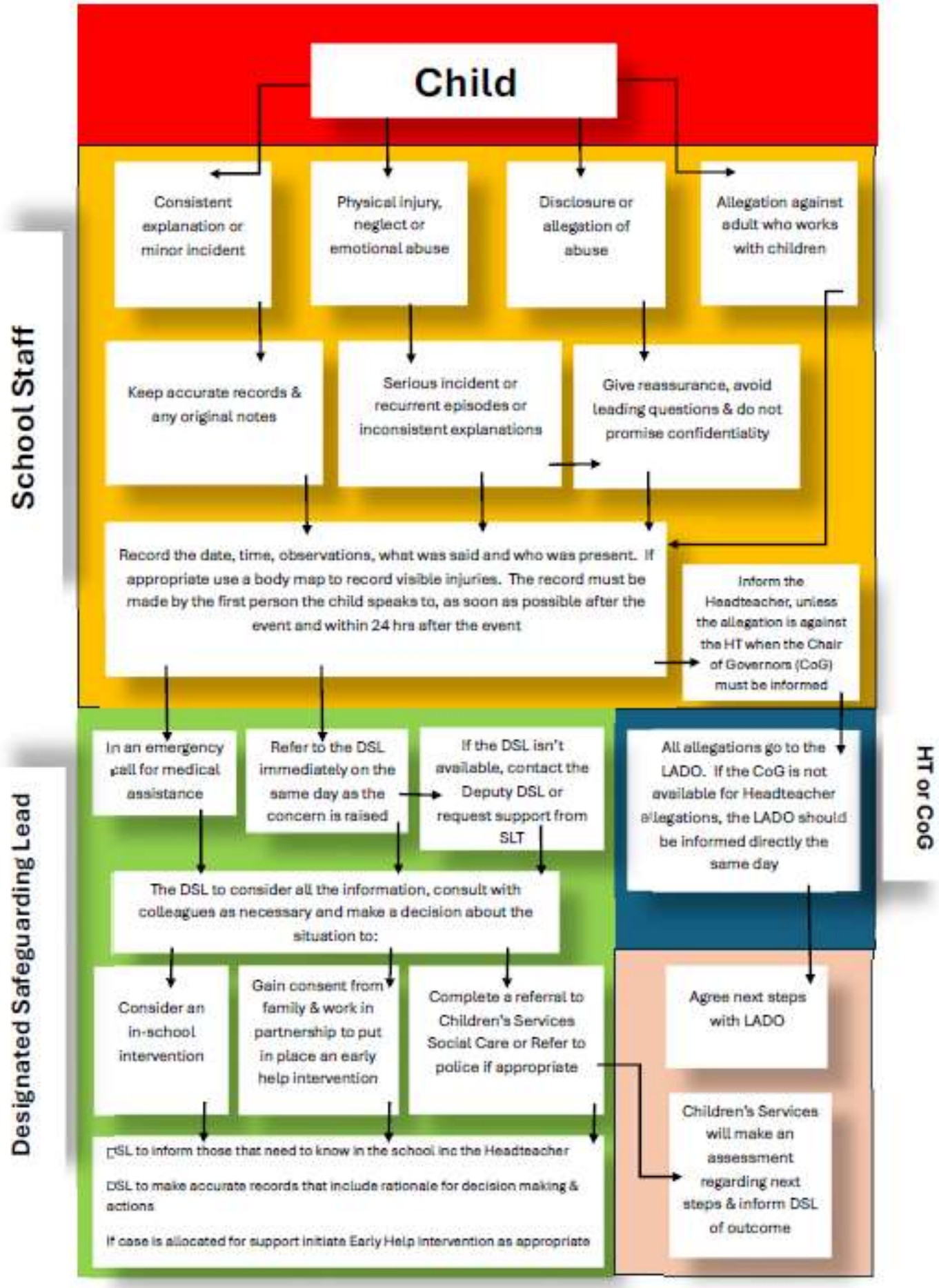
without any restrictions using their own data allowance (3G, 4G, 5G). It is clear in Balmoral Learning trust's Online Safety Policy/Mobile, Smart Technology/Acceptable Usage Policy/Procedure and Artificial Intelligence Policy, the expectations of all pupils regarding using their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet. This includes not using their mobile phones or smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content. All stakeholders are aware of the changes in the Online Safety Act 2023 and the new online offences including false communications, threatening communications, flashing images offences, encouraging or assisting serious self-harm, cyber flashing, sharing or threatening to share intimate images and false reporting of child sexual abuse.

6. Mandatory Reporting: Staff will ensure from the 1st July 2015 for schools, (or 18th September 2015 for colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard' to the need to prevent people from becoming terrorists or supporting terrorism and to assess risk of children and young people being radicalised or drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).

   Staff will ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.

7. Visitors: Staff will ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

8. Collaboration: The school will collaborate with local authorities, social care, and other relevant services to promote child welfare and safety.


Child
School Staff
Consistent explanation or minor incident
Physical injury, neglect or emotional abuse
Disclosure or allegation of abuse
Allegation against adult who works with children
Keep accurate records & any original notes
Serious incident or recurrent episodes or inconsistent explanations
Give reassurance, avoid leading questions & do not promise confidentiality
Record the date, time, observations, what was said and who was present. If appropriate use a body map to record visible injuries. The record must be made by the first person the child speaks to, as soon as possible after the event and within 24 hrs after the event
Inform the Headteacher, unless the allegation is against the HT when the Chair of Governors (CoG) must be informed
Designated Safeguarding Lead
In an emergency call for medical assistance
Refer to the DSL immediately on the same day as the concern is raised
If the DSL isn't available, contact the Deputy DSL or request support from SLT
The DSL to consider all the information, consult with colleagues as necessary and make a decision about the situation to:
Consider an in-school intervention
Gain consent from family & work in partnership to put in place an early help intervention
Complete a referral to Children's Services Social Care or Refer to police if appropriate
DSL to inform those that need to know in the school inc the Headteacher
DSL to make accurate records that include rationale for decision making & actions
If case is allocated for support initiate Early Help intervention as appropriate
HT or CoG
All allegations go to the LADO. If the CoG is not available for Headteacher allegations, the LADO should be informed directly the same day
Agree next steps with LADO
Children's Services will make an assessment regarding next steps & inform DSL of outcome

7. The role of The Designated Safeguarding Lead

Balmoral Learning Trust has the following Designated Safeguarding Leads in place:

East Herrington	
Name of Designated Safeguarding Lead:	Nicola Hair
Name of Deputy Designated Safeguarding Lead:	Liz Naile
Contact Number / e-mail address:	Nicola.Hair@balmorallearning Trust Liz.naile@balmorallearning trust.co.uk
Days and times they are available:	Monday-Friday

Hetton Lyons	
Name of Designated Safeguarding Lead:	Kim Bushby
Name of Deputy Designated Safeguarding Lead:	Sarah Murray, Sarah Young
Contact Number / e-mail address:	Kim.bushby@balmorallearningtrust.co.uk Sarah.young@balmorallearningtrust.co.uk Sarah.murray@balmorallearningtrust.co.uk
Days and times they are available:	Monday-Friday

In the event that the Designated Safeguarding Leads are not available please inform

Name of alternative contact:	Susan Bell
Contact telephone number / e-mail:	Susan.bell@balmorallearningtrust.co.uk
Days and times they are available:	Monday - Friday

In emergency situations please contact the Integrated Contact and Referral Team on 561 7007

The Designated Safeguarding Leads have the appropriate status and authority within school to carry out the duties of the post and are given the additional time, funding, training, resources and support needed to carry out the role effectively. The Designated Safeguarding Leads will also provide advice and support to all staff on child welfare, safeguarding and child protection matters. The Designated Safeguarding Leads will take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

The Designated Safeguarding Leads (and any Deputies) have the most information and complete safeguarding picture regarding all vulnerable children and are the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2025)

The full role of the Designated Safeguarding Lead can be found in (appendix 4).

In the event of a Balmoral Learning Trust Academy being invited to attend child protection conferences or other multi agency meetings regarding children, the Designated Safeguarding Lead (or deputies), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to the child's circumstances. In the event that those staff members cannot attend, the Trust safeguarding Lead may attend

8. The Role of Governors

The Trust Board at Balmoral Learning Trust has strategic leadership responsibility for safeguarding arrangements and will ensure that the school complies with its duties under legislation including the obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018 (UK GDPR) and their local multi-agency safeguarding arrangements.

The Trust will ensure that mechanisms are in place to assist staff to understand their role and responsibilities as set out in Keeping Children Safe in Education, 2025 including confirming that all policies and procedures adopted by the Trust (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff. T

The Trust will also ensure that all levels of Governance receive appropriate safeguarding and child protection training (including online which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in are effective and support the delivery of a robust whole school approach to safeguarding.

The Trust has a senior board lead to take leadership responsibility for safeguarding. Each Local Academy Committee has a lead for safeguarding

(The full role of the Chair of Trust and Safeguarding Governor can be found in annex 5).

Name of Chair of Trusts:	Peter Chapman
Name of Trust Safeguarding lead:	Terry Hambleton
Contact Number / e-mail address:	Peter.chapman@balmorallearningtrust.co.uk Terry.hambleton@balmorallearningtrust.co.uk

East Herrington	
Name of Chair of Local Academy Committee:	Terence Milner
Name of Safeguarding lead:	Helen Feehally
Contact Number / e-mail address:	Terence.milner@balmorallearningtrust.co.uk Helen.fahely@balmorallearningTrust.co.uk

Hetton Lyons	
Name of Chair of Trusts:	Karen Field
Name of Safeguarding lead:	Lisa Wood
Contact Number / e-mail address:	Lisa.wood@balmorallearningtrust.co.uk

9. Making a Safeguarding Referral & Threshold Guidance

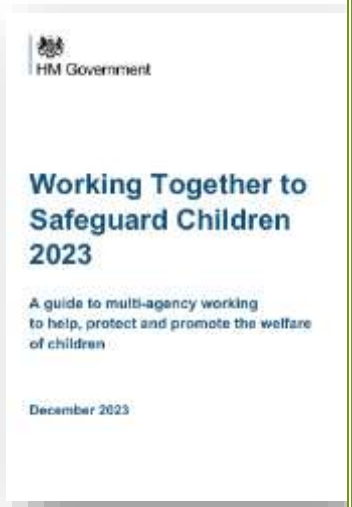
Information may be shared with school staff directly by a child or indirectly through behaviour, role play, or any other opportunities of engagement that are offered by school. This may be to any member of staff in school including volunteer or support staff. It is important that the person with the best relationship with the child listens to the child and then informs the Designated Safeguarding Lead (or Deputy) immediately in the following circumstances:

- Concern, worry or suspicion that a child is being harmed
- Evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).


HM Government

Working Together to Safeguard Children 2023

A guide to multi-agency working to help, protect and promote the welfare of children

December 2023

Working Together 2023 defines the categories of harm as:

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.
***Please see body map of child that staff can use when recording any incidents or physical marks on a child - this will be scanned into CPOMS (Appendix 2).

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*The sexual abuse of children by other children is a specific safeguarding issue (also known as Child-on-Child Abuse) in education and **ALL** staff are aware of it.

** It is more likely that girls will be victims and boys perpetrators, but all Child-on-Child Abuse is unacceptable and will be taken seriously.

Emotional Abuse

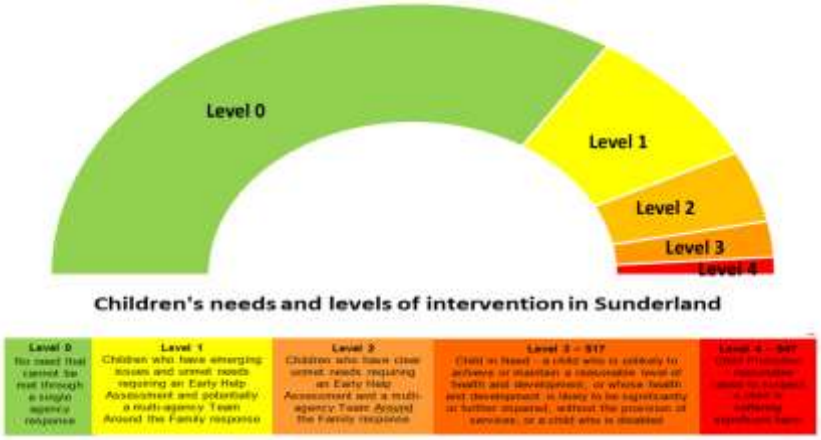
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include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

Please see appendix 2 for signs and symptoms of abuse and harm

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system (CPOMS/My Concern). The Headteacher will be kept informed at all times.

Following a referral to the Integrated Contact and Referral Team, firstly a strategy meeting (involving professionals will be convened) to discuss whether the concerns meet the threshold of significant harm. If the evidence of harm meets this threshold, then professionals and parents will attend a child protection conference where a decision will be made whether or not a child requires a child protection plan under one of the four categories above.

If the threshold of harm is not met then the child and family may be offered support via child in need or early help services (See Keeping Children Safe in Education, 2025 and Working Together 2023) see threshold guidance.



10. Children Potentially at Greater Risk of Harm

Children may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local Authorities children's social care (Together for Children) has clear duties to share the fact a child has a Social Worker, and the Designated Safeguarding Lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

All staff in Balmoral Learning Trust are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments (see appendix 3 for contextual safeguarding mapping). All staff, but especially the Designated Safeguarding Lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (contextual safeguarding) take a variety of different forms and children can be vulnerable to multiple harms. Staff are aware that indicators of girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they maybe at higher risk of sexual exploitation. Staff in school are also aware of the indicators that signal a child is at risk from or involved in serious violent crime, for example being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, unexplainable and/or persistent absences from education or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

Artificial Intelligence

At Balmoral Learning Trust, all stakeholders are committed to the safe use of artificial intelligence and there is an AI Policy in place. Although there are clear benefits in the use of AI there are also clear risks including exposure to inappropriate content and bias, misuse of AI to deceive, harm or blackmail and data privacy breaches.

In the event that evidence suggests that a child is at risk of harm from inappropriate or unacceptable use of Artificial Intelligence, all stakeholders must follow this Child Protection Policy (if exposed to risk within the family home) or the Child-on-Child Abuse Policy (if exposed to risk from a peer). In both circumstances notification to the Designated Safeguarding Lead

must occur in the first instance, followed by a fact-based record using the school's CPOM's system/recording system. Parents will be informed of any concerns, unless by doing so the child would be placed at further risk of harm.

Following any recorded incidents, a full review of the school's AI Policy and procedures will be instigated and appropriate actions/changes will be made.

What Parents Need to Know

At Balmoral Learning Trust and all staff are committed to keeping children safe and will take any reasonable action to safeguard and promote their welfare. In cases where a Trust School has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or police of their concern.

Parents will be informed of this action taken, where in doing so, the school **does not** place the child at further risk of harm. In circumstances where it is believed a child will be at risk, the school will notify the above statutory agencies **immediately** without informing parents and will take this course action in every circumstance where a child shares further information of risk of harm.

Parents must be aware that school will take necessary action in listening to and acting on the voice of all children who raise safeguarding concerns, as a priority.

11. Management of Allegations towards Adults in School (including Whistle Blowing/Confidential Reporting)

Balmoral Learning Trust's Whistle Blowing/Confidential Reporting Policy provides guidance to staff, volunteers and contractors on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult in school's behaviour.

Management of a safeguarding concern or allegation about an adult that does or does not meet the harm threshold:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) harming or posing a risk of harm to children, then this will be referred to the Headteacher. Where there are concerns/allegations about the Headteacher this will be referred to the CEO of the Trust.

If there is a concern about a headteacher or member of staff there will be a consultation without delay with the Designated Officer – Danielle Rose, Tel: 0191 561 7110/0758 4272413 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff will attend this meeting, which will be arranged by the Designated Officer. All issues will be recorded on the allegation management form and the outcome reached will be noted to ensure closure.

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Where this concern does not meet the harm threshold, all staff will continue to follow their Staff Behaviour/Code of Conduct Inclusive of 'Low-Level' Concerns Policy and share information with the Headteacher. This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

12. Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputies) and Local Authority children's social care. Balmoral Learning Trust recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection: Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA)).

Where staff share or raise concerns the Designated Safeguarding Lead will ensure that limited feedback regarding the outcome will be given without compromising the confidentiality of the child.

Where parents or other stakeholders of the school share concerns regarding children the Designated Safeguarding Lead will support and encourage them to make their own safeguarding referral and if necessary, make the referral on their behalf. All information will remain confidential.

13. Record Keeping

Information sharing and record-keeping is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

Well-kept records are essential to good safeguarding practice. Balmoral Learning Trust is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All records include, a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action, and Outcome). All staff will follow the schools Information Sharing and Recording Polices to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Following a child leaving school the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in

their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention, and information is shared strictly on a need-to-know basis.

**Safeguarding recording within Balmoral Learning Trust is held electronically through a secure management system of CPOMS. all Staff have received training in the recording expectations and retention.

Where requests are made to access records, appropriate action will be taken by the school to ensure appropriate confidentiality is retained in the protection of all children through legal and date protection services (please see Subject Access Request information).

14. Support for Staff (including training)

All staff members will be made aware of the systems within the school which support safeguarding, and these will be fully explained to all new staff as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: the Child Protection Policy, the policy and procedures to deal with Child-on-Child Abuse; the Behaviour Policy (which includes measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and Whistleblowing) Policy, the Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. CPD for staff is integrated, aligned and considered as part of the whole school safeguarding approach, wider staff training and curriculum planning. The Trust decides the frequency and content of this CPD. At Balmoral learning Trust, whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings or internal CPD as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of the Child Protection Policy.

15. Support for Children

Balmoral Learning Trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our schools may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, school work closely with the Together for Children and Early Help with regards to domestic violence incidents and offer wellbeing checks to pupils' when school are contacted following an incident which has occurred in a pupil's home.

Operation Encompass
Supporting children through key adults

Balmoral Learning Trust also recognises that children are capable of abusing other children. Child-on-Child Abuse can take many forms and any concerns raised will be investigated and dealt with appropriately as part of our school's zero tolerance approach to unacceptable behaviour. No Child-on-Child Abuse will be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Child-on-Child Abuse Policy for detailed information.

Therefore, the Trust will endeavour to support all its pupils through a clear set of values and standards upheld and demonstrated throughout all aspects of school life:

- The curriculum to encourage self-esteem, self-motivation, self-protection.

- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A curriculum that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and offline. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime. Such a curriculum will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities) and will include; healthy and respectful relationships; boundaries and consent; stereo typing, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive and controlling behaviour; the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'Honour' - Based Abuse such as Forced Marriage and Female Genital Mutilation (FGM) and how to access support; what constitutes sexual harassment and sexual violence and why these are always unacceptable; online harm including misogyny and deepfakes; mental health and well-being including suicide prevention, personal safety, positive relationships and sexual ethics, inclusion and equality and recognition of diverse family structures (RSHE guidance 2025).

- A whole school approach to online safety that considers the four areas of risk: Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories. Contact; being subjected to harmful online interaction with other users; for example, child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes. Conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-

consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying). Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- A coherent management of Behaviour Policy & Procedures inclusive of the Use of Reasonable Force.

- Liaison with other professionals and agencies who support children and parents.

- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.

- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Balmoral Learning Trust recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff will give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury will be considered for each individual child and their own circumstances and will not be dismissed.

The Trust also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

16. EYFS Reforms

Early years providers have enhanced safeguarding measures that reflect the distinct vulnerabilities of younger children.

Balmoral Learning Trust recognises the increased vulnerability of young children during mealtimes and recreational play. To safeguard against choking hazards, all children in early years settings will be closely supervised during snack and mealtime periods, with staff trained (in Paediatric First Aid) to identify and respond to choking incidents.

Balmoral Learning Trust adheres to a robust allergen policy: all known food allergies are documented, care plans are in place for affected children, and allergen information is clearly communicated to all relevant staff. Supervisors and teaching staff receive appropriate training in managing severe allergic reactions, including the administration of adrenaline auto-injectors (e.g., EpiPens), and are familiar with emergency procedures for anaphylaxis. Food is prepared to minimise risks, including suitable portion sizes and avoidance of high-risk items unless safely prepared.

Outdoor and unstructured play carries potential risks for injury; therefore, all playtimes will be supervised by a sufficient number of trained staff. Comprehensive risk assessments are carried out for all indoor and outdoor play areas and are reviewed regularly and also following any incidents. These measures ensure a safe, inclusive, and responsive environment that prioritises children's health, safety, and wellbeing.

Additionally, and in line with school-based expectations mandatory follow-up of child absences with escalation protocols if families are unreachable will occur. Early Years provisions will now hold *two emergency contacts per child*.

Toileting procedures for children will maintain privacy and dignity for the child but ensure there is appropriate safeguarding visibility.

Expectations around Safer Recruitment and Whistleblowing are highlighted in this policy (and within the school's Whistleblowing and Safer Recruitment Policy).

17. Support for Parents

Parents may find the process of child protection and raising safeguarding concerns from school difficult. Both the Social Worker and school will endeavour to explain, support and signpost parents to appropriate support and advocacy where necessary whether there is statutory intervention or not.

However, it is important to note that the school has a statutory responsibility to keep children safe and therefore **MUST** follow the procedures laid out in this policy as stated, where it is believed that a child may be at risk of significant harm.

18. Safeguarding Suite of Policies

This policy MUST be read in conjunction with other Trust policies.

These include:

Robust School Recruitment and Selection Policy - inclusive of safer recruitment guidance and regulation, a Single Central Record which demonstrates the pre-appointment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK, for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.

- The Trust HR providers manual, policies and procedures.
- Staff Behaviour Policy (code of conduct) inclusive of 'Low Level' Concerns, allegations against staff, Whistleblowing Policy and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with young people in education settings, 2022.
- Behaviour Policy – inclusive of the Use of Reasonable Force / Searching, Screening & Confiscation.
- Anti-Bullying Policy/Online Bullying Policy.
- Online Safety Policy/Mobile and Smart Technology/Artificial Intelligence Policy - inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting and appropriate filtering and monitoring on school devices and school networks.)
- Remote/Home Learning Policy inclusive of all expectations for children learning at home.
- Record-Keeping Policy inclusive of all procedures around the recording, storing and transferring of information regarding children.

- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy (reviewed annually) reflecting the safeguarding of children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.
- Child-on-Child Abuse Policy.
- Mental Health and Wellbeing Policy/Process/Plan.
- Photographic & Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and procedures with trained staff who manage this.
- Pupils with Medical Needs Policy and implications for the workforce, pupils and partnership with parents.
- Attendance Management Policy/Children who are Absent from Education - school management for attendance including children being absent from education for prolonged periods and/or repeat occasions (unexplainable and/or persistently absent) and the partnership with the Together for Children in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- Complaints Policy.
- Allegation Management Policy.
- Confidentiality and Whistle Blowing Policy.
- Information Sharing Policy (internal and external exchange of information).
- Looked After Children Policy inclusive of named Looked After Teacher whose role is to champion the achievement of looked after/cared for and kinship care children in school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.
- Intimate Care and Care Plan Policy – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied Travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme.
- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-Being and Fundamental British Values.
- Relationship Education Policy (Primary) inclusive of Health Education content.
- Relationship and Sex Education (RSE) Policy (Secondary) inclusive Health Education content (RSHE updated 2025).

19. Legislation and Links

This policy has been informed by the following legislation and national & local guidance:

Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

CP Referral Form
https://www.safeguardingchildrensunderland.com/p/professionals-information-and-resources-1/how-to-make-a-referral-to-childrens-services

Data Protection Act 2018
http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

DfE Statutory framework for the Early Years Foundation Stage (EYFS) Sept 2025
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Together for Children Early Help
https://www.togetherforchildren.org.uk/professionals-early-help

Education Act 2002 Section 175
www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014
http://www.legislation.gov.uk/uksi/2014/3283/schedule/made

Education and Training (Welfare of Children) Act 2021
https://www.legislation.gov.uk/en/ukpga/2021/16/enacted

Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

General Data Protection Regulations, 2018
https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

Human Rights Act, 1998
https://www.equalityhumanrights.com/en/human-rights

Information Sharing: Advice for Practitioners providing safeguarding services
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2025

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

After-school clubs, community activities and Tuition: Safeguarding Guidance for Providers –
Keeping children safe in out-of-school settings: code of practice - GOV.UK (www.gov.uk)

Non-Maintained Special Schools (England) Regulations 2015
http://www.legislation.gov.uk/uksi/2015/728/made

Public Sector Equality Duty Guidance for Schools in England
https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf

Safeguarding Vulnerable Groups Act 2006
http://www.legislation.gov.uk/ukpga/2006/47/contents

Working Together to Improve School Attendance
Working together to improve school attendance - GOV.UK

Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents

Sunderland Safeguarding Children Partnership
www.safeguardingchildrensunderland.com

What to do if you are worried a child is being abused 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working Together to Safeguard Children HM GOV (2023)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

This policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by school at any time that local solutions such as front door services in social care or the DO details change. This policy may also be amended following the annual review with staff where school procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

20. Balmoral Learning Trust

Academic Year 2025-2026	
Name of DSL	Susan Bell
Name of Deputy DSL's	Kim Bushby Nicola Hair

Trust Board Safeguarding Lead	Terry Hambleton

21. Appendix 1 (links from KCSIE)

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	Supporting practice in tackling child sexual abuse - CSA Centre	CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.
	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office (HO)
	Faith based abuse: National Action Plan	DfE advice
	Forced marriage resource pack	
	Disrespect NoBody Campaign	Home Office website
	Tackling Child Sexual Abuse Strategy	Home Office Policy Paper
	Together we can stop child sexual abuse	HM Government campaign
Bullying	Preventing bullying including cyberbullying	DfE advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Children who run away or go missing from home or care	DfE statutory guidance
	Missing Children and Adults Strategy	Home Office strategy

Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with HM Prison and Probation Service
Child Exploitation	Safeguarding children who may have been trafficked -	DfE and HO guidance
	Care of unaccompanied migrant children and child victims of modern slavery	DfE statutory guidance
	Modern slavery: how to identify and support victims	HO statutory guidance
	Child exploitation disruption toolkit	Home Office guidance
	County Lines Toolkit For Professionals	The Children's Society in partnership with Victim Support and National Police Chiefs' Council
	Multi-agency practice principles for responding to child exploitation and extra-familial harm	Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice
Confidentiality	Gillick competency Fraser guidelines	Guidelines to help with balancing children's rights along with safeguarding responsibilities.
Drugs	From harm to hope: A 10-year drugs plan to cut crime and save lives	Home Office strategy
	Honest information about drugs	Talk to Frank website
	Drug and Alcohol education – teacher guidance & evidence review	PSHE Association website
(So-called) 'Honour' - Based Abuse" including FGM and forced marriage	Female genital mutilation: information and resources	Home Office guidance
	Female genital mutilation: multi agency statutory guidance	DfE, DH and HO statutory guidance

	Forced Marriage	Forced Marriage Unit (FMU) resources
	Forced Marriage	Government multi-agency practice guidelines and multi-agency statutory guidance
	FGM Resource Pack	HM Government guidance
Health and Well-Being	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England
	Supporting pupils at school with medical conditions	DfE statutory guidance
	Mental health and behaviour in schools	DfE advice
	Overview – Fabricated or induced illness	NHS
Homelessness	Homelessness code of guidance for local authorities	Department for Levelling Up, Housing and Communities guidance
Information Sharing	Government information sharing advice	Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
	Information Commissioner's Office: Data sharing information hub	Information to help schools and colleges comply with UK data protection legislation including UK GDPR
Online safety - advice	Childnet	Provides guidance for schools on cyberbullying
	Educateagainsthate	Provides practical advice and support on protecting children from extremism and radicalisation
	London Grid for Learning	Provides advice on all aspects of a school or college's online safety arrangements
	NSPCC E-safety for schools	Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
	Safer recruitment consortium	'Guidance for safe working practice', which may help

		ensure staff behaviour policies are robust and effective
	Searching screening and confiscation	Departmental advice for schools on searching children and confiscating items such as mobile phones
	South West Grid for Learning	Provides advice on all aspects of a school or college's online safety arrangements
	Use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
	Online Safety Audit Tool	From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
	Online safety guidance if you own or manage an online platform	DCMS advice
	A business guide for protecting children on your online platform	DCMS advice
	UK Safer Internet Centre	Provides tips, advice, guides and other resources to help keep children safe online
Online Safety – Remote Education, Virtual Lessons & Live Streaming	Guidance Get help with remote education	Resources and support for teachers and school leaders on educating pupils and students
	Departmental guidance on safeguarding and remote education	Including planning remote education strategies and teaching remotely
	London Grid for Learning	Guidance, including platform-specific advice
	National cyber security centre	Guidance on choosing, configuring and deploying video conferencing
	UK Safer Internet Centre	Guidance on safe remote learning
Online Safety – Support for Children	Childline	For free and confidential advice
	UK Safer Internet Centre	To report and remove harmful online content

	CEOP	For advice on making a report about online abuse
Online Safety – Parental Support	Childnet	Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
	Commonsensemedia	Provides independent reviews, age ratings, & other information about all types of media for children and their parents
	Government advice	About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
	Internet Matters	Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
	How Can I Help My Child?	Marie Collins Foundation – Sexual abuse online
	London Grid for Learning	Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
	Stopitnow	resource from The Lucy Faithfull Foundation – Can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
	National Crime Agency/CEOP Thinkuknow	Provides support for parents and carers to keep their children safe online
	Parentzone	Provides help for parents and carers on how to keep their children safe online
	Talking to your child about online sexual harassment: A guide for parents	This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

Private Fostering	Private fostering: local authorities	DfE statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools and childcare providers	DfE advice
	Educate Against Hate Website	DfE and Home Office advice
	Prevent for FE and Training	Education and Training Foundation (ETF)
	Extremism and Radicalisation Safeguarding Resources	Resources by London Grid for Learning
	Manging risk of radicalisation in your education setting	DfE Guidance
Serious Violence	Serious violence strategy	Home Office Strategy
	Factors linked to serious violence and how these factors can be used to identify individuals for intervention	Home Office
	Youth Endowment Fund	Home Office
	Gangs and youth violence: for schools and colleges	Home Office advice
	Tackling violence against women and girls strategy-	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
Sexual Violence & Sexual Harassment – Specialist Organisations	Barnardo's	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
	Lucy Faithful Foundation	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
	Marie Collins Foundation	Charity that, amongst other things, works directly with

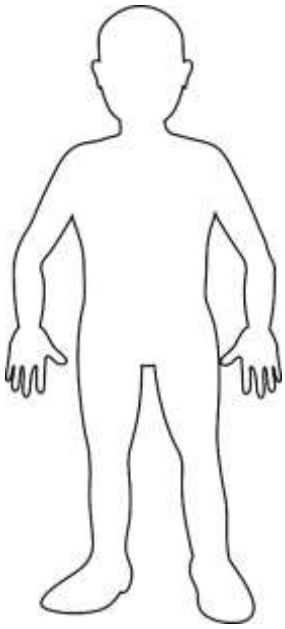
		children, young people, and families to enable their recovery following sexual abuse
	NSPCC	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse
	Rape Crisis	National charity and the umbrella body for their network of independent member Rape Crisis Centres.
	UK Safer Internet Centre	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
Harmful Sexual Behaviour	Rape Crisis (England & Wales) or The Survivors Trust	For information, advice, and details of local specialist sexual violence organisations.
	NICE guidance	Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working
	HSB toolkit Shorespace	The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families. The Lucy Faithfull Foundation also run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours
	NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework-	Free and independent advice about HSB.

	Contextual Safeguarding Network – Beyond Referrals (Schools)	Provides a school self assessment toolkit and guidance for addressing HSB in schools
	Preventing harmful sexual behaviour in children - Stop It Now	Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.
Support for Victims	Anti-Bullying Alliance	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
	Rape Crisis	Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
	The Survivors Trust	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
	Victim Support	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
	Childline	Provides free and confidential advice for children and young people.
Toolkits	NSPCC Online self-assessment tool	Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
	NSPCC -	Resources which help adults respond to children disclosing abuse.

	NSPCC - Harmful sexual behaviour framework	NSPCC also provide free and independent advice about HSB
	Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire.	Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
	Contextual Safeguarding Network	Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.
	Childnet - STAR SEND Toolkit	Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).
	Childnet - Just a joke?	Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
	Childnet - Step Up, Speak Up	A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
	NSPCC - Harmful sexual behaviour framework	An evidence-informed framework for children and young people displaying HSB.
	Addressing child on child abuse: a resource for schools and colleges – Farrer & Co	This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.
Sharing Nudes & Semi-Nudes	London Grid for Learning-collection of advice	Various information and resources dealing with the sharing of nudes and semi-nudes.
	UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people	Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.
Support for Parents/Carers	National Crime Agency's CEOP CEOP Education Programme	Provides information for parents and carers to help protect their child from online child sexual abuse, including

		#AskTheAwkward - help to talk with your children about online relationships (thinkuknow.co.uk) – Guidance on how to talk to their children about online relationships

22. Appendix 2 (signs and symptoms of abuse/harm and body mapping)



Children may not always disclose abuse directly—staff must stay alert to these signs:

- 🔄 Sudden or unexplained changes in behaviour or personality
- 🚪 Becoming withdrawn from peers or adults
- 😟 Appearing anxious, fearful, or overly vigilant
- 😠 Unusually aggressive or confrontational behaviour
- 👤 Limited social interaction or friendships
- 🤲 Poor attachment or strained relationship with a parent or carer
- 🧠 Age-inappropriate knowledge of adult relationships or issues

- 🚶 Regularly going missing or attempting to run away
- 👚 Consistently choosing clothing that conceals the body—even in warm weather

🧠 ***Educational Context Consideration:***

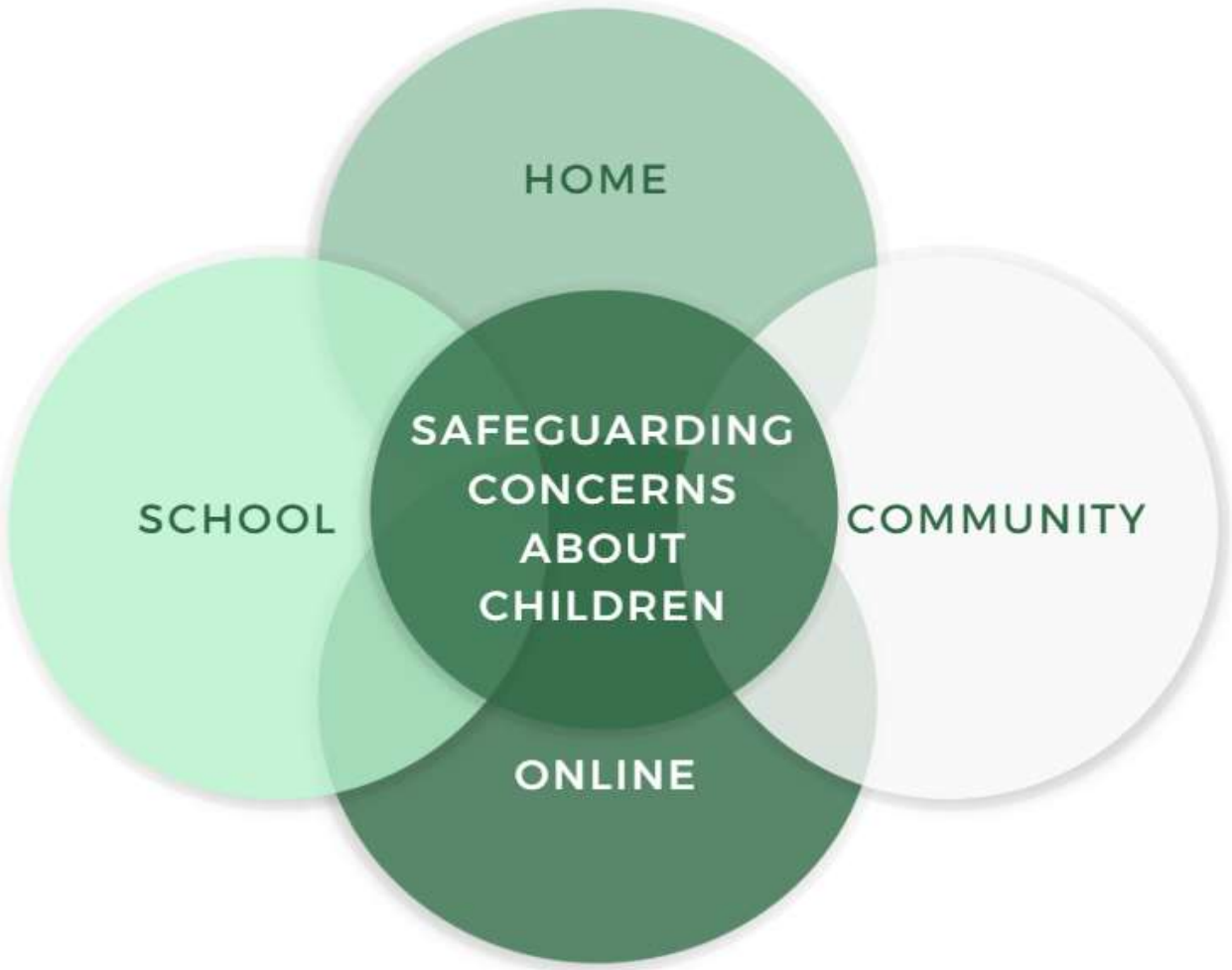
Staff should consider the **child's lived experience** and **school context**. Is the change happening in tandem with attendance issues, family stressors, or peer conflict?

📝 ***Remember:*** These indicators do not confirm abuse on their own. Use your professional judgement, document concerns accurately, and follow school's safeguarding procedures.

23. Appendix 3 (Contextual safeguarding mapping)

Suggestion for use:

Consider the safeguarding concerns you have regarding the child in the centre circle and then move across the other circles, considering the context the child lives in. For example, where the centre circle and school overlap you may have a concern about the child's behaviour in school which overlaps both circles.



24. Appendix 4 – Role of the Designated Safeguarding Lead – (DSL)

Availability

- During term time the Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or Deputy) will be available in person or in exceptional circumstances, availability may be by phone or other means.
- At Balmoral Learning Trust we will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- **Manage Referrals**
- The Designated Safeguarding Lead is expected to refer cases:
- Of suspected abuse to the Integrated Contact and Referral Team and support staff who make referrals to the Integrated Contact and Referral Team.
- To the Channel Programme where there is a radicalisation concern as required and support staff who make referrals to the Channel Programme.
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Where a crime may have been committed to the police as required.

Work With Others

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners (Sunderland Safeguarding Children Partnership).
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Code C 2019).
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations, the Chair of Governors or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority, for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

- Ensure that we know the cohort of children, who have or have had, a Social Worker and understand their academic progress and attainment and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a Social Worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information Sharing and Managing the Child Protection File

- The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.
- Information will be kept confidential and stored securely. Good practice is to keep concerns and referrals in a separate child protection file for each child.
- Records will include:
- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- The Designated Safeguarding Lead will ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.
- Where children leave school (including in-year transfers) the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt will be obtained. Receiving schools and colleges will ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The Trust Designated Safeguarding Lead will:

- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Directors and Local Academy Committee Members regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding and

- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a Social Worker, are experiencing with teachers and school leadership staff.

Training, Knowledge and Skills

- The Designated Safeguarding Lead (and any Deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The Designated Safeguarding Lead (and Deputies) will also undertake Prevent Awareness Training. This training will provide Designated Safeguarding Leads with a good understanding of their own role, how to identify, understand and respond to specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly Local Authority children's social care, so they:
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's social care (Together for Children) referral arrangements.
- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to Local Authority children's social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and with the safeguarding partners (Sunderland Safeguarding Partnership), other agencies, organisations and practitioners.
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of becoming terrorists or supporting terrorism.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can 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.
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

- Training will support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- Ensure that staff are supported during the referrals process;
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understanding the Views of Children
- It is important that children feel heard and understood. Therefore, Designated Safeguarding Leads will be supported in developing knowledge and skills to:
- 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;
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

Designated Safeguarding Leads are equipped to:

- Understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners,
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and
- Be able to keep detailed, accurate, secure written records of 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 LA children's social care or the PREVENT program etc.

In addition, Helen Hogan: Safeguarding Matters also recommends that DSLs:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and Child-on-Child Abuse Policy and the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and whistleblowing) Policy, especially new or part-time staff who may work with different establishments.
- Share all relevant safeguarding information with EVC's and staff providing education for children away from the school site on school trips, residentials, alternative provisions and PRU's.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads/Deputies and is a well embedded process in school, that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.
- Ensure that a whole school policy for induction is in place for all new starters including members of the workforce and volunteers.
- Ensure a whole school policy about managing behaviour effectively is in place to ensure a good and safe educational environment for all children. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour

including ‘banter’ and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and provide a safe educational environment for all children. This policy includes bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among pupils. This policy will additionally include the use of reasonable force. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools we will consider the risks carefully recognise the additional vulnerability of these groups. We will also consider the duties under the Human Rights Act 1998, Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and the Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among pupils, is in place, as a stand-alone policy but also covered in the Behaviour Policy.
- Ensure that an effective Record-Keeping Policy is in place. This details the school’s procedures for recording information including use of CPOMS, what data will be recorded and for what purposes, who in school will have access to this information, how it will be shared and transferred and the school’s retention schedule.
- Inform Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols and of any pupil who fails to attend school regularly, or has been absent without school’s permission for a continuous period of 10 days or more (including consideration of home educated children).

25. Appendix 5 – Role of the Safeguarding Governor

The Role of the Safeguarding Governor is to:

- Ensure that the allocation of time, funding and resources is sufficient to meet the current safeguarding/child protection activity in school and challenge and test its effectiveness.
- Ensure that safeguarding arrangements are audited fully (including the regular DSL report to Governors) and accurately, and any action to progress areas of weakness or development occurs.
- Ensure that the Directors and Local Academy Committee members receive training to clarify their statutory role in keeping children safe.

- Ensure that the Local Academy Committee Members are aware of their Local Safeguarding Children Partnership arrangements and the need for the school to understand their role in effective multi-agency working.

The Role of the Chair of Trust:

In Balmoral Learning Trust, the Chair (if they are not the Safeguarding Lead Governor) holds these additional responsibilities:

- Ensure that they liaise with Together for Children, operating on behalf of the Local Authority, and/or partner agencies on issues of child protection.
- Ensure that any allegation of abuse made against a member of staff (including supply staff, volunteers and contractors) or the Headteacher is reported directly to the Designated Officer (DO). Therefore, effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Local Academy Committee for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates including online safety as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Directors will also ensure that this training is integrated, aligned and considered as part of the Trust's safeguarding approach and culture of vigilance.
- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to potentially harmful and inappropriate online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. This also means confirming that staff, pupils and visitors to the school site follow the Trust's Online Safety/Mobile and Smart Technology/Acceptable Use Policy and Artificial Intelligence Policy (which reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (ie., 3G, 4G and 5G). Directors will also ensure that this is regularly reviewed, and risk assessed to keep up with evolving cyber-crime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).
- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships Education (Primary) or Relationships and Sex Education (Secondary) which now includes from September 2025 (mental health and well-being inclusive of suicide, online harms including misogyny and AI deepfakes, personal safety, relationship and consent and inclusion and equality) and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBT).
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after/cared for/kinship care children, including working with the

Together for Children virtual school Headteacher and decision making on the use of pupil premium funding.

- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that the Trust's premises are rented or hired to organisations or individuals that have appropriate safeguarding and child protection policies and procedures in place to keep children safe and that appropriate liaison occurs between organisations and school on any safeguarding matters. 'After-school clubs, community activities, and tuition' details the safeguarding arrangements that schools and college will expect these providers to have in place.

Department for Education

After-school clubs, community activities, and tuition

Safeguarding guidance for providers

September 2023