The Leaf Trust

Unique Primary Schools Growing Together.

Safeguarding & Child Protection (v3)

Statutory

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History of Most Recent Policy Changes

Version	Date	Page	Change	Origin of Change
V1				
V2				
V3	1/9/26	Whole document	Rewrite	DfE

This policy must be read with Keeping Children Safe in Education 2026 and local safeguarding partner arrangements.

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1. Purpose and Scope

The Leaf Trust is committed to safeguarding and promoting the welfare of every child. We maintain a culture of vigilance in which safeguarding is everyone's responsibility and staff act on the basis that abuse, neglect or exploitation could happen here.

This policy sets out the arrangements at **Blackhorse Primary** for preventing harm, identifying concerns, responding promptly and working with children, families and other agencies. It applies to all staff, supply staff, trainee teachers, agency and third-party staff, contractors, governors, trustees, volunteers and visitors.

Blackhorse Primary school includes a resource base for 22 children and two Reception classes. There are four Key Stage 1 classes and 8 Key Stage 2 classes.

The best interests of the child are at the heart of all decisions. The child's wishes and feelings will be taken into account when determining what action to take and what services to provide. Safeguarding concerns will be treated seriously, with professional curiosity, respectful challenge and timely action.

2. Statutory Framework and Definitions

This policy has regard to Keeping Children Safe in Education 2026 (KCSIE), Working Together to Safeguard Children, the Children Act 1989, the Children Act 2004, the Education Act 2002, the Data Protection Act 2018, UK GDPR, the Data (Use and Access) Act 2025, the Prevent duty, the Equality Act 2010 and the statutory Early Years Foundation Stage framework where applicable.

The statutory Early Years Foundation Stage (EYFS) framework applies to school-based nursery and Reception provision for children aged from birth to five. Schools with Reception classes are therefore subject to the relevant EYFS safeguarding and welfare requirements whether or not they also operate a nursery. Where EYFS requirements impose an additional or more specific safeguarding expectation, the school will comply with that requirement.

Safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children's mental or physical health or development;
- ensuring that children grow up in circumstances consistent with safe and effective care;
- and taking action to enable all children to have the best outcomes.

A child means anyone under the age of 18. Safeguarding is broader than child protection. Child protection forms part of safeguarding and concerns action taken to protect a child who is suffering or is likely to suffer significant harm.

3. Principles and school context

Safeguarding is everyone's responsibility. The school will take a child-centred and coordinated approach. Staff will maintain an attitude of 'it could happen here'. No concern is too small to share; patterns often become clear only when information is combined. Children will be listened to, taken seriously and never made to feel that they are causing a problem by reporting abuse. The school will challenge discrimination, racism, misogyny, misandry, sexual harassment, bullying and derogatory or violent behaviour. Support for a child will not be delayed while agencies determine thresholds or responsibilities. Safeguarding systems will be accessible to children with SEND, communication needs or language barriers.

3.1 School safeguarding context

Blackhorse Primary School has 420 children with an above national average number of children with SEND. 7% of children have an Education, Health and Care Plan with the majority for speech, language and communication needs.

The Resource Base includes provision for 22 children, all with Speech, Communication and Language as their primary need. Staffa re made aware of the possible problems relating to this.

3.2 Ways children can report concerns

Children are regularly signposted of ways to report concerns to staff. These are displayed around the school and shared during lessons and in assemblies. Parents are informed via regular communication in the school newsletter.

Every class has a connections box for children to share their feelings or worries in. There is also a post-box on the office of the SENDCO and Family Link Worker where children can share concerns.

The annual child happiness survey is followed up by Governors to provide the children further opportunities to discuss their concerns.

Our Mission Masters work together to provide children with the tools and resources to be happy at school. this includes delivering assemblies and sharing their thoughts via short videos.

4. Roles and responsibilities

4.1 The Trust Board

As proprietor of the academies, the Trust Board retains ultimate responsibility for ensuring that safeguarding arrangements comply with legislation and statutory guidance. It will ensure that policies, procedures and training are effective, that appropriate safeguarding expertise is available, and that there is suitable challenge and assurance across the Trust.

4.2 Local governance

The local governing body provides local oversight in accordance with the Trust's scheme of delegation. It will receive appropriate safeguarding information, monitor the school's implementation of this policy, ensure identified weaknesses are remedied promptly and escalate material concerns to the Trust.

The Safeguarding Governor is Greg Lyle Greg.lyle@blackhorsepri.org.uk

4.3 Headteacher

The headteacher will ensure that this policy is implemented; sufficient resources, time and authority are given to the DSL; safer recruitment and allegation procedures are followed; safeguarding is embedded in the curriculum and school culture; and staff, pupils and families know how to raise concerns.

4.4 Designated safeguarding lead

The DSL is a senior member of the school leadership team. The DSL has lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. This responsibility is explicit in the DSL's job description and cannot be delegated, although appropriately trained deputies may carry out activities.

DSL: Neil Fry, Head of School, 01454 866570 neil.fry@blackhorsepri.org.uk

Deputy DSLs ,

Jacqui Taylor, Deputy Head, jacqui.taylor@blackhorsepri.org.uk 01454866570

Simon Botten, Executive Headteacher, simon.botten@blackhorsepri.org.uk 01454866570

During the summer break contact details and availability of DSL and DDSLs are provided to the Local Authority with a point of contact for safeguarding meetings and emergencies. The school provides a mobile phone for staff on school trips and residentials complete with emergency contact details.

The DSL and deputies will perform the functions described in KCSIE 2026 Annex B, including managing referrals; working with safeguarding partners; advising and supporting staff; promoting educational outcomes; maintaining and transferring child protection records; understanding the views of children; supporting staff; raising awareness; and maintaining suitable training, knowledge and skills.

4.5 All staff

All staff must provide a safe environment, identify concerns, report them without delay, record information accurately, maintain appropriate confidentiality and support other agencies following referral. Staff must not assume that another person will act and may make a referral directly if circumstances require it.

5. Staff Induction, Reading and Training

All staff, including those who do not work directly with children, must read and understand at least Part 1 of KCSIE 2026 and confirm that they have done so. The school will put mechanisms in place to support staff to understand and discharge their responsibilities.

Induction will include:

- this policy and the identity and role of the DSL and deputies;
- the behaviour policy and measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- the staff code of conduct, including low-level concerns, allegations, whistleblowing and appropriate use of technology;
- the safeguarding response to children absent from education, particularly repeated or prolonged absence;
- how to record and report a concern, disclosure or allegation;
- online safety, filtering and monitoring roles and responsibilities;
- Family Help and local referral thresholds; and
- school-specific risks and procedures.

All staff will receive safeguarding and child protection training, including online safety, at induction. Training will be regularly updated and staff will receive safeguarding updates as required and at least annually. The DSL and deputies will receive role-appropriate training at least every two years and regular updates between formal training.

Annual training is provided for all staff in line with KCSIE updates. The Safegusarding context of the school is shared along with key learning from the previous year. Attendees are recorded and a record is kept.

Training will reflect advice from the local safeguarding partners and will be integrated with the school's wider safeguarding approach, curriculum planning and staff development. Staff expertise developed through training and the management of concerns will be recognised. At least annually, staff will be given an opportunity to contribute to and shape safeguarding arrangements and this policy.

Temporary staff, volunteers and contractors will receive proportionate safeguarding information before beginning work, including reporting routes, the identity of the DSL or deputy, the staff code of conduct and emergency procedures.

6. Recognising Abuse, Neglect and Exploitation

Staff must be alert to signs of abuse, neglect, exploitation and modern slavery. Harm may occur inside or outside the home, at school, in the community or online. Safeguarding issues rarely occur in isolation and may overlap.

6.1 Abuse and neglect

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm, including fabricating or deliberately inducing illness.

Emotional abuse is persistent emotional maltreatment causing severe and adverse effects on emotional development. It may include persistent criticism, belittling, name-calling, silencing, humiliation, developmentally inappropriate expectations, overprotection, witnessing ill-treatment, serious bullying, exploitation or corruption.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening. It includes contact and non-contact acts, abuse facilitated online, grooming, sexual images and involving children in sexual activity or sexualised behaviour.

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to seriously impair health or development. It may include failures relating to food, clothing, shelter, protection, supervision, medical care or emotional responsiveness.

Children may also cause harm to parents, carers or other family members. Child-to-parent or caregiver abuse must be recognised and responded to as a safeguarding concern.

6.2 Exploitation

Child criminal exploitation and child sexual exploitation involve an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child. Exploitation may be facilitated by an individual, organised network or gang; may involve an exchange; may be linked to violence or threats; and may constitute modern slavery. A child may identify as part of the exploiting group and may be criminalised for actions taken under coercion.

Where a potential victim of exploitation or modern slavery is identified, the DSL will consider appropriate child protection, police and National Referral Mechanism action in accordance with local arrangements.

6.3 Other safeguarding issues

Staff will receive information appropriate to their role about relevant safeguarding issues, including domestic abuse and Operation Encompass; female genital mutilation; forced marriage; so-called honour-based abuse; radicalisation; county lines; serious violence; substance misuse; fabricated or induced illness; private fostering; homelessness and temporary accommodation; cybercrime; and abuse linked to faith or belief.

Teachers have a personal statutory duty to report to the police where, in the course of their professional work, they discover that an act of FGM appears to have been carried out on a girl under 18. They must also inform the DSL.

6.4 Issue-specific response

Staff do not need to establish a definitive label before reporting. Concerns about domestic abuse, county lines, serious violence, forced marriage, so-called honour-based abuse, radicalisation, homelessness, private fostering, modern slavery or other specific harms must be reported to the DSL and recorded on CPOMS. The DSL will consult the relevant local protocol and consider Family Help, children's social care, police, Channel, National Referral Mechanism or specialist support as appropriate.

Operation Encompass is the information-sharing arrangement through which the police notify a child's education setting when they have reasonable grounds to believe that the child may be a victim of domestic abuse. This includes a child connected with a household where the police have attended a domestic abuse incident, whether or not the child was physically present.

The DSL, or another appropriately trained person acting as the school's Operation Encompass Key Adult, will receive and securely record notifications on CPOMS, consider the child's immediate welfare and support needs, and ensure that timely and proportionate support is provided. Notifications will be treated confidentially and shared only with those who need the information to safeguard or support the child.

An Operation Encompass notification does not replace the school's usual safeguarding assessment or referral procedures. Where there is concern that a child has been harmed, is at risk of harm or may require statutory support, the school will make the appropriate referral to children's social care and/or the police.

The school will maintain a Prevent risk assessment reflecting local and national risks. Staff will receive Prevent awareness training appropriate to their role. Where there is a radicalisation concern, the DSL will consider police or Channel referral and will share relevant information with police in accordance with statutory guidance.

Staff will be alert to indicators of serious violence and exploitation, including unexplained gifts or money, changes in friendships, relationships with older individuals or groups, decline in attendance or attainment, repeated absence, injuries, carrying weapons, unexplained travel, fear, coercion and signs of debt or control. A child apparently participating in offending may be a victim of exploitation and must receive a safeguarding response.

7. Responding to Concerns and Disclosures

If a child is in immediate danger or at risk of harm, a referral must be made to local authority children's social care and/or the police immediately. Anyone can make a referral. Staff must not assume that somebody else will act. If a member of staff makes a direct referral, they must inform the DSL as soon as possible.

When a child makes a disclosure, staff will:

- listen carefully, remain calm and take the child seriously;
- use the child's language and avoid leading questions, investigating or asking the child to repeat their account unnecessarily;
- reassure the child that they have done the right thing, are not to blame, will be supported and will be kept as safe as possible;
- never promise secrecy; explain that information will be shared only with people who need it to help;
- make an accurate, timely record using the child's own words where possible; and
- report immediately to the DSL or deputy and actively follow up if acknowledgement or action is not evident.

Staff must remain professionally curious. A child may not feel ready or know how to tell someone, may not recognise an experience as harmful, or may face disability, communication, language, cultural, sexual-orientation or other barriers. This must never prevent discussion with the DSL.

7.1 Recording and CPOMS

All safeguarding concerns, disclosures, decisions, referrals, actions and outcomes must be recorded promptly on CPOMS. This is a mandatory Trust requirement. Records must be factual, contemporaneous, dated and attributable, use the child's own words where possible and distinguish fact, professional observation and opinion.

The record must include the concern and relevant context; any body map or supporting document; action taken; consultation and referrals; decisions and reasons; the child's wishes and feelings; information shared or withheld; outcomes; and required follow-up. Original handwritten notes must be retained and uploaded in accordance with the Trust retention schedule.

Every CPOMS action must have a named owner and appropriate timescale. The owner must update the record as work progresses. Once an action is complete, it must be closed on CPOMS with the outcome recorded. The DSL or deputy must monitor open actions and overdue work and must not close a safeguarding concern merely because it has been referred externally.

DSLs will quality-assure records and review chronologies regularly to identify patterns, cumulative harm, repeated low-level concerns, unmet need and recurring concerns across siblings or peer groups. Concerns must be recorded even where no immediate referral or further action is required.

If CPOMS is unavailable, staff must use the school's secure Confidential Internal Child Protection Concerns Log which is available in the staffroom and notify the DSL immediately. The record must be uploaded to CPOMS as soon as the system becomes available. Urgent concerns must always be communicated directly and must never be left solely as an electronic notification.

When the DSL or/and DDSL are off-site, Key Stage Leaders have access to CPOMs records. They will contact the DSL and DDSL to discuss the case. If they

are unavailable, they will contact Soraya Young, Headteacher of Emersons Green Primary (Our partner school in The Primary Excellence Partnership)for advice.

8. Family Help and Statutory Referrals

The school will identify needs and seek support as soon as problems emerge. Support may include universal services and community-based Early Help, targeted early help through Family Help, or statutory support.

All staff must understand the local criteria and routes for:

- universal services and community-based Early Help;
- targeted early help coordinated through Family Help;
- support under section 17 of the Children Act 1989, including for disabled children;
- assessment under section 47 where there is reasonable cause to suspect significant harm;
- care and supervision orders under section 31 and accommodation under section 20; and
- cases involving exploitation, disabled children and other locally specified needs.

Targeted early help is voluntary and normally requires family consent. Where a child has been harmed, is at risk of harm or is in immediate danger, the school will refer to children's social care and will not use Family Help as a substitute for child protection action.

Schools will ordinarily inform parents before referral unless doing so could place a child at additional risk, impede a police investigation or otherwise be contrary to the child's welfare. The rationale will be recorded. The school will not wait for the outcome or start of an external investigation before taking steps to protect children.

South Gloucestershire: Access and Response Team (ART)

Telephone

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01454 615165 (out of hours / weekends)

E-mail

accessandresponse@southglos.gov.uk

Notes

Office hours are Monday to Thursday 9.00 – 5.00 and Friday 9:00-4.30

South Gloucestershire: Conflict resolution policy

9. Child on child Abuse, Harassment and Violence

Children can abuse other children inside or outside school and online. The absence of reports does not mean abuse is not happening. All concerns, including those arising off-site, must be reported to the DSL and recorded on CPOMS.

Child-on-child abuse is a safeguarding issue for the child who has experienced harm, the child alleged to have caused harm and other affected children. It is preventable. For some forms of abuse, girls are more likely to be victims and boys more likely to be perpetrators, but any child may experience or cause harm and all child-on-child abuse is unacceptable.

Child-on-child abuse may include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents;
- abuse in intimate personal relationships between children, including physical, sexual and emotional abuse and stalking;
- physical abuse, serious assault or threats involving weapons;
- harmful sexual behaviour, sexual violence and sexual harassment, including misogyny and misandry;
- causing someone to engage in sexual activity without consent;
- consensual or non-consensual making or sharing of nudes or semi-nudes, including AI-generated images;
- upskirting;
- initiation or hazing violence and rituals, including online elements.

Abuse must never be dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The school has a zero-tolerance approach: all concerns will be acted upon. This does not mean automatic exclusion or a predetermined sanction; responses will be child-centred, proportionate and based on risk, need and the circumstances.

9.1 Prevention, reporting and response

The school will minimise risk through an inclusive culture; effective supervision; a planned relationships, health and online-safety curriculum; staff training; accessible reporting systems; prompt challenge to harmful language and behaviour; and analysis of incidents, locations, times and groups.

Reporting systems must be well promoted, easily understood and accessible, including for children with SEND or communication needs. Children will know that reports will be taken seriously and that they may safely express their views and give feedback.

Every allegation will be recorded, considered by the DSL, investigated at an appropriate level and dealt with under safeguarding, behaviour and disciplinary procedures. The DSL will consider immediate safety, separation or supervision, wider

peer-group risk, referral to Family Help or children's social care, police involvement and whether the alleged behaviour indicates that the child who caused harm is themselves at risk.

A support and safety plan will be developed where required for the child who experienced harm, the child alleged to have caused harm and any other affected children. The school will avoid measures that unnecessarily isolate the child who experienced harm from education or trusted friends. Plans and risk assessments will be recorded, reviewed and updated.

Our Anti-Bullying Policy can be found here. This includes a child friendly version, 'Are You Being Bullied?'

10. Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

The school recognises a continuum from developmentally expected sexual behaviour through inappropriate, problematic and abusive behaviour to sexual violence. Behaviour will be considered in light of age, development, consent, power imbalance, frequency, coercion, vulnerability and impact. Staff must not attempt to determine consent through informal investigation.

Following a report, the DSL will consider immediate protection; the child's wishes and terminology; the nature and context of the incident; ages and developmental stages; power imbalance; ongoing risk; SEND and other vulnerabilities; risks to other children; and support for all affected children.

The DSL will decide, with advice where necessary, between one or more of the following routes:

- manage internally with appropriate pastoral, safeguarding and behaviour support where the incident can safely and lawfully be managed by the school;
- refer to universal services, community-based Early Help or the targeted early-help level of Family Help;
- refer to children's social care where a child has been harmed, is at risk of harm or may be in need; and/or
- report to the police where a criminal offence may have been committed, while continuing to safeguard and support children.

The school will not wait for a criminal or social-care investigation to conclude before taking protective action. It will liaise with police and children's social care so that school action does not prejudice an investigation.

A written risk and needs assessment will normally be completed following reports of sexual violence and will be considered for sexual harassment. It will address the child who experienced harm, the alleged perpetrator, other children, shared classes and spaces, travel, online contact and wider cultural or environmental risks. It will be kept under review.

Confidentiality will be managed carefully. Information will be shared only with those who need it, but the school cannot promise anonymity. Parents will normally be informed unless this would increase risk or impede an investigation. Support will continue for as long as needed, regardless of the outcome of any investigation. Behaviour and disciplinary action may proceed alongside safeguarding support where appropriate.

10.1 Nudes and semi-nudes, including AI-generated imagery

The term includes photographs, videos, livestreams, digitally altered images and images wholly or partly generated using artificial intelligence, including deepfakes or 'deep nudes'. Every incident requires a safeguarding response, whether described as consensual or non-consensual.

Staff must not view, copy, print, forward, save or ask a child to send such imagery unless specifically authorised within national guidance and necessary for safeguarding. Devices will be handled in accordance with UKCIS guidance, the law and local police advice.

11. Children who may be at greater risk

Any child may require additional support. Staff will be particularly alert to children who:

- have SEND, certain health conditions or communication needs;
- have a mental health need;
- are young carers, pregnant or parents themselves;
- show early signs of abusive, violent or harmful behaviour;
- are repeatedly absent, missing, suspended, removed from class, on a part-time timetable or at risk of exclusion;
- are in alternative provision or the youth secure estate;
- are at risk of exploitation, modern slavery, trafficking, radicalisation or serious violence;
- have a parent or carer in custody or are affected by parental offending;
- live with substance misuse, adult mental ill-health, domestic abuse, homelessness or temporary accommodation;
- are privately fostered, looked after, previously looked after or have/had a social worker; or
- face barriers linked to language, race, religion, sex, sexual orientation, disability or other protected characteristics.

11.1 Children who need a social worker

Children may need a social worker because of abuse, neglect, exploitation or complex family circumstances. Adversity and trauma can increase vulnerability to further harm and create barriers to attendance, learning, behaviour and mental health. The DSL will hold and use relevant information, work with the social worker and other professionals, promote educational outcomes and ensure that absence or other changes are assessed in the context of known risk.

11.2 Looked-after and previously looked-after children

The school will ensure staff have the skills, knowledge and understanding to safeguard looked-after and previously looked-after children. Appropriate staff will have access to information about legal status, care and contact arrangements and the authority delegated to carers. The DSL will hold the child's social-worker details and the name of the relevant Virtual School Head and will work closely with the designated teacher.

The governing body will ensure a suitably qualified and experienced designated teacher is appointed. The designated teacher will promote educational achievement, support the personal education plan and work with the Virtual School Head, including in relation to pupil premium plus. Prompt multi-agency action will be taken where concerns arise.

11.3 SEND and medical conditions

Children with SEND or medical conditions may be more vulnerable because indicators can be attributed to their condition, they may experience communication barriers or isolation, depend on adults for care, experience bullying without outward signs or be disproportionately affected by restrictive intervention. Staff will avoid assumptions, make reasonable adjustments and ensure accessible reporting routes.

A medical incident is not automatically a safeguarding matter. A referral will be considered where the incident indicates increased risk of neglect, abuse or exploitation, including where essential information about a condition is withheld or a child is repeatedly sent to school without essential medication. The DSL will liaise closely with the SENCO, medical-conditions lead and parents unless doing so would increase risk.

11.4 Mental health

Mental health difficulties can develop into safeguarding concerns and may include self-harm, eating disorders, suicidal ideation or risk of suicide. They may also indicate that a child has suffered or is at risk of abuse, neglect or exploitation. Staff are not expected to diagnose mental health conditions, but they have an important role in:

- promoting positive mental health and wellbeing and helping to prevent the onset of mental ill-health;
- observing children and identifying emerging difficulties or children at risk of developing mental health problems;
- ensuring that timely, targeted support is provided; and
- referring or liaising with specialist services where necessary.

Where a mental health concern may also be a safeguarding concern, staff must report it immediately to the DSL and record it on CPOMS. The DSL will consider the child's immediate safety, whether parents or carers should be informed, referral to children's social care or emergency services, and liaison with the senior mental health lead, Mental Health Support Team and other relevant services.

Parents and carers will normally be involved in supporting the child's wellbeing unless doing so could place the child at additional risk. Mental health support must not be used as a substitute for a safeguarding referral where a child has been harmed or is at risk of harm.

11.5 Young carers

The school will identify and support young carers, recognising possible effects on attendance, attainment, behaviour and wellbeing. With appropriate consent, the school will work with local services and family members to coordinate support.

11.6 Children who are lesbian, gay or bisexual and children questioning their gender

Being lesbian, gay or bisexual is not itself a safeguarding risk. Children who are, or are perceived to be, lesbian, gay or bisexual can be vulnerable to discriminatory bullying. The school will prevent, challenge and sanction such behaviour and provide respectful support.

Children questioning their gender may also experience bullying, distress or complex psychosocial needs. The school will listen carefully, remain professionally curious and consider the full range of the child's experiences. It will avoid rigid gender stereotypes. Staff must not initiate social transition or make individual changes unless a school decision has been made through the process below.

Where a child or parent requests support relating to social transition, the headteacher, DSL and SENCO where relevant will:

- consider the best interests and safeguarding needs of the child and other children;
- involve parents or carers as a matter of priority and give their views significant weight, unless the DSL determines that involvement would create a greater risk;
- consider health, neurodiversity, family and peer relationships, clinical evidence and appropriate professional advice;
- take a careful, non-directive approach, recognising social transition as an active intervention and exercising particular caution in primary schools;
- comply with safeguarding, Equality Act, Human Rights Act and school-premises obligations;
- assess the impact on the child and other children; and
- document the decision, rationale, consultation, agreed arrangements, communication and review date.

Full social transition in a primary school will be agreed only very rarely and following appropriate professional advice. Where a child shares feelings but does not request changes, confidentiality will be respected unless there is a related safeguarding concern.

Children must not use toilets or changing facilities designated for the opposite biological sex. Where a child does not wish to use facilities designated for their sex, the school will consider a self-contained individual alternative that protects the safety, comfort, privacy and dignity of all children. All arrangements will be clearly

recorded, appropriately communicated and regularly reviewed. Individual arrangements must be approved by the headteacher and recorded securely.

Barnardo's Positive Identities(Gender Space) offers an online social model of support. The NSPCC Helpline provides confidential guidance and support for families and parents navigating child welfare and identity concerns.

12. Online safety, generative AI, mobile phones, filtering and monitoring

Online safety is a running and interrelated theme within safeguarding, curriculum, staff training, policies and parental engagement. The school addresses four categories of risk:

- **content:** exposure to illegal, inappropriate or harmful material;
- **contact:** harmful interaction with people or generative AI systems, including grooming and exploitation;
- **conduct**: behaviour that increases or causes harm, including bullying and explicit or AI-generated images; and
- **commerce:** gambling, inappropriate advertising, phishing, scams and financial exploitation.

12.1 Generative AI

Where staff or pupils use generative AI, the school will consider safeguarding, ethics, data protection, accuracy, intellectual property, age restrictions, harmful simulated interaction and the risk of generated or altered sexual imagery. Filtering and monitoring expectations apply to generative AI. Use must comply with the Trust's acceptable-use, data-protection and AI arrangements.

12.2 Mobile phones

Children are not permitted to bring smart phones to school. The school is a mobile-phone-free environment for pupils by default throughout the school day, including lessons, transitions, breaktimes and lunchtime.

Phones are to be kept out of site and not used around children, visitors are made aware of this requirement at sign in. Staff follow the Acceptable Use Policy with regards to all technology including phones and other smart devices.

12.3 Filtering and monitoring

The Trust and school will ensure appropriate filtering and monitoring systems are in place. Roles will be assigned, blocked content will be reviewed, effective monitoring strategies established and the system tested regularly. Over-blocking must not unreasonably restrict teaching about safeguarding.

Effectiveness will be reviewed at least once every academic year by the responsible SLT member, supported by the DSL and IT support. Checks will cover all internet-

connected devices in all relevant locations. Findings, actions and assurance will be recorded and reported through governance arrangements.

Integra provide our Internet Reporting through fastvue. All alerts are sent to the DSL and DDSL who investigate further and contact parents or the member of staff where necessary. Regular checks are carried out during our 360safe online safety review which is completed by the DSL and E-safety lead. Records are kept securely in a monitoring log.

12.4 Remote education

Remote education will use approved systems and accounts. Staff will follow the code of conduct for professional communication, recording and one-to-one contact. Pupils and parents will receive clear information about expected platforms, interaction and reporting concerns. Safeguarding concerns arising during remote education must be reported and recorded in the usual way.

12.5 Information security and cyber resilience

Cyber security is part of safeguarding. The Trust and school will maintain proportionate access controls, secure authentication, timely account removal, patching, backups, incident response and staff awareness in line with the DfE cyber security standards. Suspected compromise, data loss or inappropriate access with a safeguarding dimension must be reported immediately to the DSL, IT lead and DPO.

12.6 Annual online-safety review

In addition to the filtering and monitoring review, the school will review its overall approach to online safety at least annually, supported by an online-safety risk assessment reflecting the age, needs, vulnerabilities and actual online experiences of its children. The review will consider incidents, curriculum, staff training, parental engagement, remote education, generative AI, personal devices and emerging technology. Findings and actions will be reported through governance arrangements.

13. Information sharing, recording and transfer

Information sharing is vital to identifying and tackling abuse, neglect and exploitation. Data protection law does not prevent information being shared to keep children safe. Fears about sharing must not stand in the way of safeguarding.

Staff must never allow concerns about data protection, confidentiality or obtaining consent to delay the sharing of information where this is necessary to safeguard a child. Data protection law provides lawful bases for sharing personal information, including special-category information, for safeguarding purposes. Information may be shared without consent where there is a lawful basis and where seeking consent is not possible, cannot reasonably be expected or could place a child at increased risk.

Staff should seek advice from the DSL or Data Protection Officer where they are uncertain, but this must not delay urgent safeguarding action. The decision to share or withhold information, and the reasons for it, must be recorded on CPOMS.

Information shared will be relevant to the current risk, necessary, proportionate, accurate, secure, clearly presented and appropriately contextualised. Staff will not omit information that may be important to understanding or managing risk. Decisions to share or withhold information, and their rationale, will be recorded.

Information may be shared without consent where there is a lawful basis and good reason, including where seeking consent is impracticable, cannot reasonably be expected or may place a child at risk. When responding to a subject access request, pupil information must not be disclosed where the serious-harm test under data protection legislation is met. Advice will be sought from the DPO and, where necessary, legal advisers, without delaying urgent safeguarding action.

13.1 Records

Records will be clear, accurate, contemporaneous, signed or attributable, dated, secure and confidential. They will include the concern, relevant context, action taken, decisions and reasons, referrals, outcomes and follow-up. Child protection records are kept separately from the main pupil record with access restricted to those who need it.

The school uses CPOMS to record all safeguarding concerns. The DSL and DDSL conduct monthly reviews of CPOMS logs to quality assure the content and provide further training as required.

CPOMS logs are transferred electronically both in and out of the school withing the KCSIE timeframes.

The Headteacher (DSL) ensures all relevant staff have appropriate access to CPOMS and removes access as they leave employment with the school.

All paper records are transfer to the new schools in line with KCSIE and receipt records kept in line with the retention schedule.

DPO contact – One West i-west@bathnes.gov.uk

When a child leaves, the DSL will transfer the child protection file securely and separately from the main pupil file as soon as possible and within five days for an in-year transfer or within the first five days of a new term. Receipt will be confirmed. Relevant information may be shared in advance so support is available on arrival.

Where information indicates a risk to the child or others, including previous use or threatened use of a weapon, the receiving school will be informed in advance where appropriate so that a safety and support plan can be in place on arrival. A DSL-to-DSL discussion should take place where there are material concerns.

14. Concerns and allegations about adults

All concerns about staff, supply staff, trainee teachers, agency and third-party staff, contractors or volunteers must be reported without delay. Staff must not investigate, discuss the matter with the person concerned or promise confidentiality.

The harm threshold applies where a person has:

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

Allegations against a member of staff should be brought to the attention of the Headteacher and/or DSL in the first instance, unless the Headteacher is the subject of the allegation; in this situation the allegation should be referred to the Chair of Governors. They will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations Against the Headteacher' and will contact the Local Authority Designated Officer (LADO) without delay. If the Designated Safeguarding Lead is the subject of the allegation (and they are not the Headteacher) then this needs to be brought to the attention of the Headteacher.

LADO: Jon Goddard 01454868508 lado@southglos.gov.uk

The headteacher or other appointed case manager will consider immediately whether consultation with or referral to the LADO is appropriate. Where the harm threshold may be met, the LADO will be contacted without delay and before the school begins any internal investigation. Where a person is supplied, trained or employed by a third party, the school and third party share safeguarding responsibilities and will agree information-sharing, investigation and support arrangements. Concerns about trainee teachers will be managed with the training provider and employer as applicable.

The case manager will protect children, support the person subject to the allegation, preserve confidentiality and maintain appropriate records. Suspension will not be automatic and alternatives will be considered with HR and LADO advice.

The Trust will make a referral to the Disclosure and Barring Service where the legal criteria are met, including where a person would have been dismissed or removed from regulated activity had they not resigned or otherwise ceased work. Where a teacher is dismissed or their services cease because of serious misconduct, or would have ceased had they not left, the employer will consider referral to the Secretary of State through the Teaching Regulation Agency.

14.1 Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the staff code of conduct but the behaviour does not meet the harm threshold. It includes conduct outside work and any sense of unease or

'nagging doubt'. Concerns will be shared, recorded and reviewed for patterns. The LADO may be consulted.

Low-level concerns must be reported to the headteacher or designated Trust route, recorded in writing and reviewed for patterns. Staff are encouraged to self-refer where they believe they may have acted in a way that could be misinterpreted. Relevant low-level concerns will be considered when providing references in accordance with KCSIE and Trust procedure.

14.2 Whistleblowing

Staff who believe safeguarding is being handled improperly should use the Trust whistleblowing procedure. Where internal reporting is inappropriate or ineffective, staff may use the NSPCC whistleblowing advice line or other lawful external route.

15. Safer Recruitment, volunteers and trainee teachers

The school will follow KCSIE 2026 Part 3 and the Trust safer-recruitment procedure. At least one person who has completed appropriate safer-recruitment training will be involved in recruitment. Required identity, right-to-work, qualification, prohibition, direction, DBS, barred-list, overseas and other checks will be completed and recorded on the single central record, on the SAMPeople platform.

From 2026, the previous supervision exemption from regulated activity has been removed. A volunteer teaching, training, instructing or supervising children on more than three days in any 30-day period, or overnight, is in regulated activity. The school will determine the role before appointment, obtain the legally appropriate DBS and barred-list checks, and record its decision. Supervision may remain a risk-control measure but must not be used to avoid a check required by law.

The school will confirm and document responsibility for checks on agency staff, contractors, self-employed people, trainee teachers, visitors and alternative-provision staff. Where information is provided by another organisation, written assurance will be obtained and identity checked on arrival.

Trust HR contact: Jackie Miles

Telephone : 01454 513654

Email: hr@leaftrust.co.uk

SCR owner: Kerri Poole School Business Partner

Recruitment and selections policy is in The Leaf Trust HR Policy folder

Where the school is subject to the EYFS framework, a member of staff or volunteer undertaking regulated activity in the EYFS provision must not begin work until the

school has received the enhanced DBS certificate, including children's barred-list information.

The Trust safer-recruitment procedure covers advertising, application forms, employment history and gaps, references, shortlisting, online searches, interviews, identity, right to work, qualifications, prohibition and direction checks, overseas checks, risk assessment, recording and statutory referrals. Schools must follow that procedure in full; this policy does not replace it.

16. Alternative provision, attendance and children absent from education

16.1 Alternative provision

Where the school commissions alternative provision, it remains responsible for safeguarding and for ensuring the placement meets the pupil's needs. The school must follow the Trust alternative-provision procedure and complete documented due diligence before placement.

Before placement, the school will:

- obtain written assurance that appropriate safeguarding and safer-recruitment checks have been completed;
- inspect and understand the environment, curriculum, staffing and risks;
- record the provider's address and every satellite site or subcontracted provision the pupil may attend;
- require written notification of staff or other arrangements that could change risk;
- share relevant safeguarding, SEND, medical and risk information securely;
- agree daily attendance and immediate absence reporting, welfare contact and escalation arrangements; and
- identify a named school commissioner and provider safeguarding contact.

The school will always know where the child is based during school hours, maintain regular direct contact and review the placement at least half-termly. Reviews must confirm attendance, welfare, progress, continuing suitability and that the placement remains safe. Any safeguarding concern will trigger immediate review and the placement will be suspended or terminated where necessary unless and until concerns are satisfactorily addressed.

Named Commissioner for Alternative Provision: Jacqui Taylor

Blackhorse Primary uses the ALP Guidance for Schools published by South Gloucestershire Council and adheres to the South Gloucestershire, Bristol & North Somerset framework of approved Alternative Providers.
An initial visit is carried out prior to the placement and then regular visits take place throughout the duration of the placement. Providers agree to notify the school in case of absence of a pupil or a member of staff.

16.2 Attendance and absence

Repeated or prolonged absence can be a warning sign of abuse, neglect, exploitation, mental ill-health, criminal activity, trafficking, forced marriage or other

harm. Staff will follow the attendance policy and local children-missing-education arrangements, make appropriate enquiries, share information and escalate concerns. The school will hold more than one emergency contact wherever reasonably possible.

Elective home education will not be treated as a safeguarding concern in itself. Where safeguarding concerns exist, the school will share them with the local authority and other agencies before removal from roll where possible.

16.3 Private fostering

A private fostering arrangement is one made privately for a child under 16, or under 18 if disabled, to be cared for for 28 days or more by someone who is not a parent, person with parental responsibility or close relative. Staff who know or suspect that a child is privately fostered must tell the DSL. The DSL will notify the relevant local authority and cooperate with assessment; the school will not assume that another person has notified.

16.4 Temporary accommodation

The school may receive notification from a local housing authority when a child is placed in temporary accommodation. The DSL will use the information promptly to consider safeguarding, attendance, transport, health, learning, wellbeing and practical support and will coordinate with relevant services. Housing notification or discussion does not replace a referral to children's social care where a child has been harmed or is at risk of harm.

17. Premises, lettings, visitors and external providers

The school will provide a safe, secure environment and comply with school-premises and equality requirements. Safeguarding arrangements will protect the safety, comfort, privacy and dignity of every child.

Schools must not allow children to use toilets designated for the opposite biological sex. Separate toilets must be provided for boys and girls aged eight and over unless each toilet is in an individual room, lockable from the inside and intended for one pupil at a time. Any additional mixed-sex toilets will be risk assessed and should be individual lockable rooms opening directly onto a public area.

A child aged 11 or over at the start of the school year must not be required or permitted to undress in front of a child of the opposite biological sex. Changing rooms and showers will be suitable for the pupils' age, number, sex and additional needs. A child must not use changing facilities designated for the opposite sex. An individual self-contained alternative may be provided without compromising provision, safety, comfort, privacy or dignity for anyone. Arrangements must be recorded, communicated appropriately and reviewed.

Visitors will be identified, signed in, given safeguarding information, appropriately supervised and issued with identification. The school will distinguish between visitors whose credentials have been verified, professionals attending in role, contractors and general visitors. Identity will be checked on arrival.

Where premises are hired or used by another organisation, the school will seek written assurance and inspect arrangements where needed. Safeguarding requirements, reporting routes and liaison arrangements must be included in the lease, hire or transfer-of-control agreement. Failure to comply is grounds for termination. Where the Trust or school directly manages an activity, this policy applies in full.

Lettings Lead: School Business Partner, Kerri Poole

17.1 Sport and changing

Sport, supervision and changing arrangements will be planned with regard to age, biological sex, development, safety, privacy and dignity and to relevant national governing-body guidance. Where separation by sex is necessary for safety, there will be no exceptions. Where separation is for fairness rather than safety, individual requests will be considered lawfully and through the documented process for support with social transition.

18. Reasonable force and restrictive interventions

The school will follow current DfE guidance on reasonable force and restrictive interventions. Prevention, positive relationships, environmental adjustment and de-escalation will be prioritised. Any intervention must be lawful, necessary, reasonable and proportionate and use the minimum force for the minimum time.

Planning will take account of SEND, communication, trauma, mental health and medical conditions. Where risk is foreseeable, an individual plan will be developed with the child, parents and relevant professionals. Incidents will be recorded, reported, reviewed and used to reduce recurrence. Appropriate support and debrief will be offered to the child and staff.

The school will follow The Leaf Trust Physical Intervention Policy located in Leaf Leadership Teams Behaviour folder.

All interventions are recorded on Appendix 2: Restrictive Intervention Incident Reporting Template. The completed report will be uploaded to CPOMs as a permanent record. The school will also phone the parent to explain that force has been used and provide brief context. Parents will then be sent a copy of the report. Parents should be offered the opportunity to meet and discuss the incident and use of force after receiving the report.

19. Teaching safeguarding and listening to children

The school will teach children how to keep themselves and others safe through a planned, age-appropriate and inclusive curriculum. This will include relationships, consent, boundaries, respectful behaviour, online safety, misinformation, harmful content, reporting concerns, exploitation, healthy relationships and where to seek help.

Teaching will be adapted for SEND and communication needs and will use safe, evidence-informed resources. External visitors will be checked and their contribution planned and supervised. Children's views will inform safeguarding policy, risk assessment and curriculum review.

The school elects a Mission Master from each class annually to represent them. The Mission Masters work with a member of staff to promote wellbeing across the school.

The children take part in an annual Happiness survey which is analysed and followed up by the governing body.

20. Parents and carers

The school will work openly and respectfully with parents and carers and make this policy available on its website. Parents will normally be informed of concerns and referrals unless this would increase risk, impede an investigation or be contrary to the child's welfare.

The school will provide information about online safety, filtering and monitoring, mobile phones, attendance and routes to support. Parents must provide at least two emergency contacts wherever reasonably possible and keep information up to date.

Policies are available in other languages on request.

21. Governance, assurance and review

The Trust Board, as proprietor, retains ultimate responsibility for safeguarding. It will receive assurance that policies, practice, training, recruitment, allegations, online safety and multi-agency working are effective. The local governing body provides local scrutiny under the scheme of delegation; it does not assume the proprietor's statutory responsibility.

The headteacher and DSL will report at least termly to local governors and in accordance with the Trust reporting cycle. Reports will protect individual confidentiality while identifying themes, pupil voice, training, referrals, allegations and low-level concerns, attendance, child-on-child abuse, restrictive interventions, online-safety incidents, filtering and monitoring assurance, alternative provision, audits, open actions and emerging risks.

The school will complete the Trust or local-authority safeguarding audit annually and maintain a time-bound action plan. Weaknesses will be remedied without delay and serious concerns escalated immediately to the Trust. The Trust may sample CPOMS records, recruitment records, alternative-provision files, allegation records and filtering evidence as part of assurance.

This policy will be reviewed at least annually and sooner following statutory change, a safeguarding incident, learning from a review, audit findings or a change in school context. Staff will have an opportunity to contribute. The policy will be available to staff, pupils in an accessible form, parents and carers.

Before approval, the headteacher and DSL must complete Appendix 7. The clerk or governance professional must confirm that no unresolved placeholders remain and that approval and publication details are accurate. The school must submit the completed version through the Trust's specified assurance route. A material amendment to standard Trust wording requires written Trust approval.

Appendix 1: School safeguarding contacts

Role	Name and contact details
Headteacher	Neil Fry neil.fry@blackhorsepri.org.uk
Designated safeguarding lead	Neil Fry neil.fry@blackhorsepri.org.uk
Deputy DSL(s)	Jacqui Taylor jacqui.taylor@blackhorsepri.org.uk Simon Botten simon.botten@blackhorsepri.org.uk
Designated safeguarding governor	Greg Lyle Greg.Lyle@blackhorsepri.org.uk
Trust safeguarding contact	Simon Botten simon.botten@blackhorsepri.org.uk
Chair of local governing body	Greg Lyle Greg.Lyle@blackhorsepri.org.uk
Chair of Trust Board	Margaret Simmons-Bird MBE enquiries@leaftrust.co.uk
Chief Executive	Ross Newman enquiries@leaftrust.co.uk
Trust HR contact	Jackie Miles hr@leaftrust.co.uk
Data Protection Officer	Tania Masters enquiries@leaftrust.co.uk
Confidential safeguarding mailbox	Office@blackhorsepri.org.uk
Out-of-hours/holiday cover	Neil Fry neil.fry@blackhorsepri.org.uk Jacqui Taylor jacqui.taylor@blackhorsepri.org.uk Simon Botten simon.botten@blackhorsepri.org.uk

Appendix 2: Local referral and escalation contacts

Service	Contact/route
South Gloucestershire children's social care	Telephone 01454 866000 (office hours) 01454 615165 (out of hours / weekends) E-mail accessandresponse@southglos.gov.uk Notes Office hours are Monday to Thursday 9.00 – 5.00 and Friday 9:00-4.30
Bristol children's social care	Telephone 0117 903 6444 (Office Hours) 01454 615 165 (Emergency Duty Team) Notes Office hours between 8.30am and 5pm Monday to Thursday, and between 8.30am and 4.30pm on Friday.
Local Authority Designated Officer	**South Gloucestershire** Telephone: 01454 868508 Email: lado@southglos.gov.uk **Bristol** Telephone: 0117 903 7795 Email: LADO@bristol.gov.uk
Police emergency/non-emergency	999 / 101
Prevent/Channel	https://actearly.uk/
FGM mandatory reporting	Police 101, or 999 in an emergency
Professional disagreement/escalation	South Gloucestershire: Conflict resolution policy Bristol : Escalation of professional disagreements
Local threshold document	The Right Help in the Right Way at the Right Time

Service	Contact/route
Private fostering notification	South Gloucestershire: Private Fostering Bristol: Private fostering
Children missing education	**South Gloucestershire:** CME reporting **Bristol:** CME reporting

Appendix 3: Reporting a concern

1. Recognise: notice a sign, receive a disclosure or become concerned.
2. Respond: if there is immediate danger, contact emergency services and children's social care.
3. Record: write a factual, timely account using the child's own words where possible.
4. Report: tell the DSL or deputy immediately using the school's agreed route.
5. Refer: the DSL or any member of staff makes an external referral where required.
6. Review: confirm that action has been taken; escalate or refer directly if concern remains.

DSLs will quality-assure records and review chronologies regularly to identify patterns, cumulative harm, repeated low-level concerns, unmet need and recurring concerns across siblings or peer groups. Concerns must be recorded even where no immediate referral or further action is required.

If CPOMS is unavailable, staff must use the school's secure Confidential Internal Child Protection Concerns Log which is available in the staffroom and notify the DSL immediately. The record must be uploaded to CPOMS as soon as the system becomes available. Urgent concerns must always be communicated directly and must never be left solely as an electronic notification.

When the DSL or/and DDSL are off-site, Key Stage Leaders have access to CPOMs records. They will contact the DSL and DDSL to discuss the case. If they are unavailable, they will contact Soraya Young, Headteacher of Emersons Green Primary (Our partner school in The Primary Excellence Partnership)for advice.

Appendix 4: School online-safety and filtering assurance

Requirement	School response
Filtering provider/system	Integra Schools IT
Monitoring provider/system	Integra Schools IT
SLT responsible person	Neil Fry
DSL	Neil Fry
IT support	Servicedesk@integra.co.uk
Date of last full review	November 2025
Next review due	November 2026
Frequency of technical checks	Annually
Devices and locations checked	All devices linked to the Integra Schools Network
How incidents are escalated	Details are passed to Andreas Burt Head of IT Strategy at Integra Schools IT
Where evidence is retained	Monitoring and Filtering Log
Date reported to governors/Trust	At termly Local Governing Board meetings

Appendix 5: Related policies and documents

- Attendance and children absent from education
- Behaviour, anti-bullying, suspensions and exclusions
- Staff code of conduct and low-level concerns
- Managing allegations against staff
- Whistleblowing
- Safer recruitment and single central record
- Online safety, acceptable use, mobile phones and generative AI
- Data protection, information sharing and records retention
- SEND, supporting pupils with medical conditions and intimate care
- Positive handling/restrictive interventions
- Alternative provision
- Health and safety, premises, visitors and lettings
- Relationships, sex and health education
- Complaints

Appendix 6: Immediate action and CPOMS quality standard

Recognise: notice a sign, receive a disclosure or become concerned. Respond: protect immediate safety and call 999 or children's social care if required.

Record: create a factual CPOMS record promptly.

Report: speak directly to the DSL or deputy; do not rely on an electronic alert for urgent concerns.

Refer: the DSL or any staff member refers externally where required. Review: confirm action, monitor the child and escalate if the response is inadequate.

Close: close each CPOMS action only when completed, recording the outcome and any continuing plan.

APPENDIX 7

Mandatory pre-approval assurance statement

The headteacher and DSL must complete this statement before the policy is approved or published.

Assurance check	Confirmed / evidence	Owner and date
All placeholders and template notes have been completed or removed.	Yes	Neil Fry 22.10.26
DSL, deputy, governor, Trust, LADO, police, social-care and out-of-hours details have been verified.	Yes	Neil Fry 22.10.26
Bristol and/or South Gloucestershire routes match the residence of pupils served by the school.	Yes	Neil Fry 22.10.26
Confidential DSL cover is documented for the school day, absence, trips, clubs, lettings and holiday provision.	Yes	Neil Fry 22.10.26
CPOMS urgent reporting, contingency, action monitoring and closure arrangements are understood by staff.	Yes	Neil Fry 22.10.26
The filtering and monitoring review and wider online-safety risk assessment are current and evidenced.	Yes	Neil Fry 22.10.26
Alternative-provision records, review frequency and escalation arrangements meet section 16.	Yes	Neil Fry 22.10.26
Related Trust and school policies are current, accessible and consistent with this policy.	Yes	Neil Fry 22.10.26
Staff have read Part One of KCSIE 2026 and completed required induction/training.	Yes	Neil Fry 22.10.26

Assurance check	Confirmed / evidence	Owner and date
The policy has been checked against local safeguarding-partner arrangements and KCSIE 2026.	Yes	Neil Fry 22.10.26
Pupil reporting routes and pupil voice arrangements are accessible and understood.	Yes	Neil Fry 22.10.26
The completed policy has passed the Trust assurance route and is ready for approval and publication.	CEO & Exec Assistant	CEO 1 Sept 2026

Headteacher signature: Date: 22.09.26

DSL signature: Date: 22.09.26

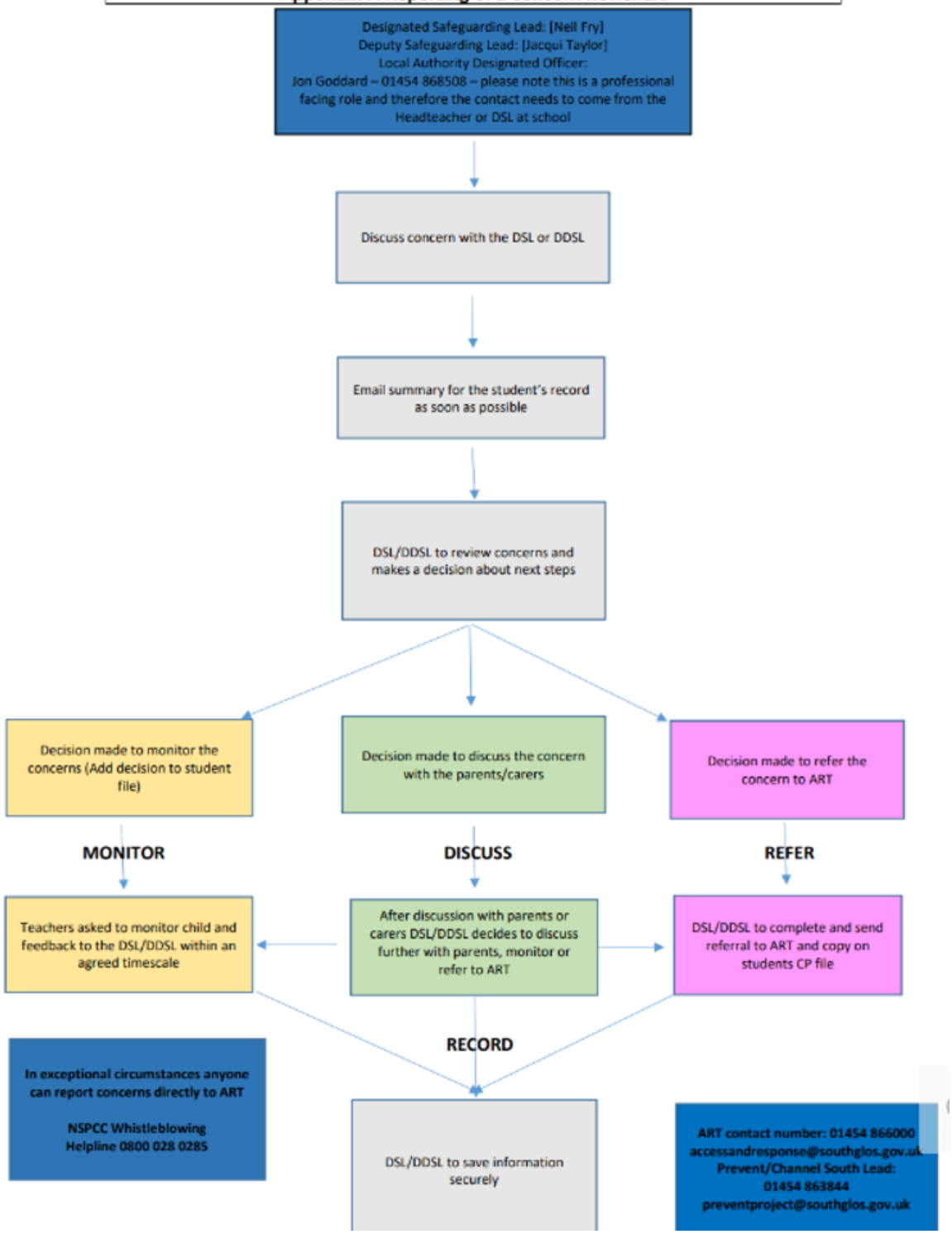
Governance/Trust assurance completed by: CEO & Exec Assistant Date: 1st Sept 2026

Equality impact and accessibility check

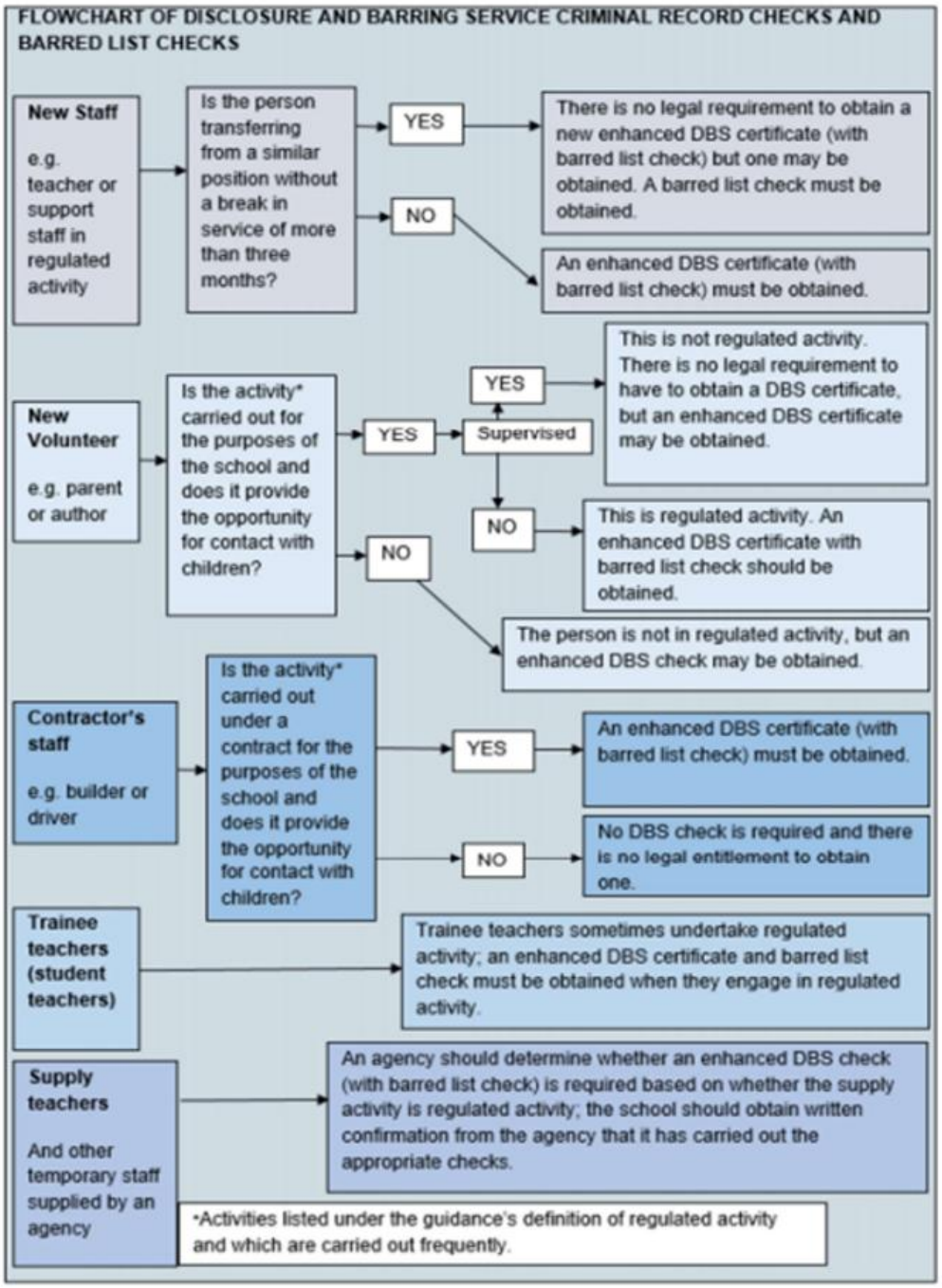
Before approval, the school will consider whether implementation could adversely affect children or adults because of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, or other relevant vulnerability. Reasonable adjustments and accessible communication will be provided. Safeguarding and the best interests of children remain central.

DSL signature: Date: 22.09.26

Appendix A Reporting of a concern flowchart



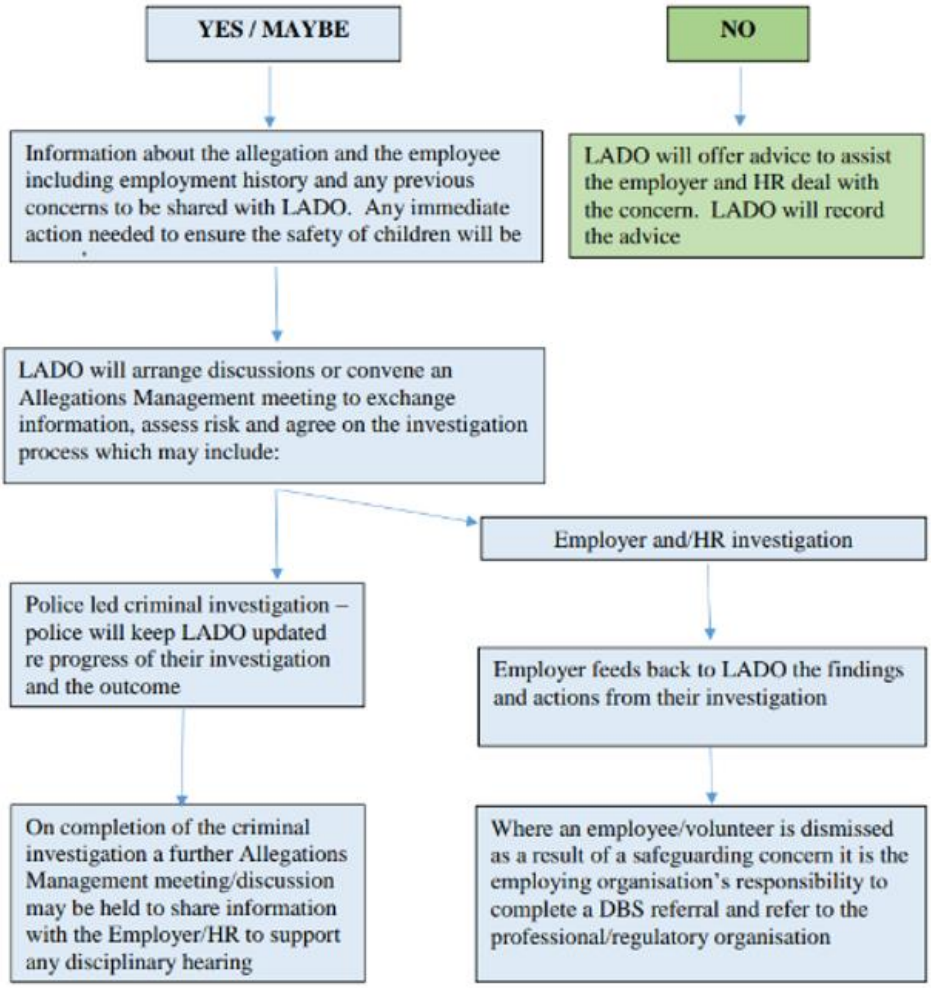
Appendix B Disclosure and Barring Service Criminal Record and Barring Checks



Appendix C LADO Process flowchart

LADO THRESHOLD (Working Together to Safeguard Children 2023 & KCSIE 2025)

- Behaved in a way that has harmed/may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children (Working Together to Safeguard Children 2023)
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children



SCHOOL NOTES – TO BE READ PRIOR TO COMPLETION OF THEIR INPUT INTO THE POLICY AND PUBLICATION.

Mandatory school completion and approval checklist

- Insert the school's name, named safeguarding personnel and current contact details.
- Insert the local authority referral routes applying to the child's home address, including Bristol and/or South Gloucestershire as appropriate.
- Describe how children can report concerns and how the school listens to their views.
- Describe the school's safeguarding context, including recurring or emerging risks.
- Insert the school's filtering and monitoring system, review date and named responsible leaders.
- Insert arrangements for confidential DSL cover during the school day, trips, clubs, lettings and holiday activities.
- Insert the school's recording system and secure out-of-hours reporting arrangements.
- Check all hyperlinks, telephone numbers, role titles and names immediately before publication.
- Remove all template notes once the school-specific fields have been completed.
- Recheck this policy against the final KCSIE 2026 publication issued on 1 September 2026.

COMPLIANCE CONTROL: The headteacher and DSL must complete and sign the assurance statement in Appendix 7 before this policy is submitted for approval or published. A policy containing unresolved placeholders must not be approved or published.

Standard Trust wording is mandatory. Schools may add local operational detail but must not remove, weaken or materially amend it without written approval from the Trust safeguarding lead. Local additions must be consistent with Trust procedures, KCSIE 2026 and local safeguarding-partner arrangements.