Child Protection & Safeguarding Policy

Incorporating Low Level Concerns Policy and Prevention of Radicalisation Statement

This policy will be reviewed by the PPAT Education Board annually.

Next review due: September 2027

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The key safeguarding responsibilities within each of the roles in the above tables are set out in Keeping Children Safe in Education (2026)

Contents

Part 1: Policy

1.1	Definitions	10
1.2	Introduction	11
1.3	Equality	13
1.4	Overall Aims	13
1.5	Professional expectations, roles and responsibilities	14
1.6	Safeguarding Training for staff	19
1.7	Safeguarding in the curriculum	20
1.8	Safer Recruitment and Safer Working Practice	21
1.9	Early Years settings within schools including reception age children	23

Part 2: Procedures

2.1	Reporting Concerns	26
2.2	Information Sharing	27
2.3	Identifying and monitoring the needs of vulnerable learners.	27
2.4	Multi Agency Working	28
2.5	Suspensions, permanent exclusions, and commissioning alternative provisions	29
2.6	Children Missing from Education	31
2.7	Responding to allegations of abuse made against adults working in the setting	32
2.8	Children at greater risk of harm	33
2.9	Responding to incidents of child-on-child abuse	34
2.10	Mental health and wellbeing	36
2.11	Online Safety	37
2.12	Gender-questioning children	38
2.13	Safeguarding children with medical conditions	39
2.14	Specific actions to take on key safeguarding areas	39

APPENDICES

Appendix A Reporting Concerns Flow Chart	44
Appendix B Safeguarding Response to Mental Health and Child on Child Abuse	45
Appendix C Multi Agency Contact Information	46
Appendix D Dealing with a Disclosure of Abuse	48
Appendix E Types of Abuse and Neglect	49

Appendix F Prevention of Radicalisation Statement and Policy 51
Appendix G Low Level Concerns Policy 56
Appendix H Digital Devices Policy 61

1.1 Definitions

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2026 as:
• providing help and support to meet the needs of children as soon as problems emerge.
• protecting children from maltreatment, whether that is within or outside the home, including online.
• preventing impairment of children's mental and physical health or development.
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
• taking action to enable all children to have the best outcomes.

Child Protection is part of safeguarding and promoting the welfare of children and is defined in Working Together to Safeguard Children as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Effective safeguarding is anti-discriminatory and anti-racist. All practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability which can impact children and families' lives.

1.2 Introduction

At PPAT Education

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, their families, and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who encounters children has a role to play in identifying concerns, sharing information, and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

PPAT Education is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by PPAT Education will be in accordance with current legislation and guidance. The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Information Sharing 2024
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)
- Use of reasonable force and other restrictive interventions guidance
- Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) Section 3 of the Early Years Foundation Stage (EYFS) statutory framework should be read alongside this policy and Keeping Children Safe in Education where children aged 0 to 5 attend school-based nurseries or reception classes (KCSIE 2026).
- Local Guidance from the Local Safeguarding Children Partnership: Policies and Procedures - Somerset Safeguarding Children Partnership
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Generative artificial intelligence (AI) in education - GOV.UK

This policy should be read in conjunction with the following policies:

- Recruitment and Selection (Trust)
- How to report Low Level Concerns (Trust)
- Whistleblowing and Public Interest Disclosure (Trust)
- Code of Conduct for Staff (Trust)
- Behaviour (School) (This should include measures to prevent child on child bullying, harmful sexual behaviour including cyberbullying, prejudice-based and discriminatory bullying, and suspensions and exclusions)
- Online/E-Safety
- Attendance (School) (including the safeguarding response to children who are absent or are missing from education)
- Health and Safety (Trust and School)

- Digital Devices Policy (Trust)
- Schools may choose to include other relevant policies.

Through regular monitoring, Head Teachers should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities Statement

With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under the schools' individual equality statements and measurable objectives. These are available on the schools' websites.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy, available on the Trust website.

PPAT Education also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

1.4 Overall Aims

This policy will contribute to the safeguarding of children at PPAT Education by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, volunteers, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; and that our learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice, and are listened to.
- Understanding extra-familial risks, recognising that the setting's site can be a location where harm can occur.

- Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership including Early Help/Family Help.

PPAT Education and its schools are named as a relevant agency in the Local Safeguarding Partnership (Somerset Safeguarding Children Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Somerset Safeguarding Children Partnership's professional expectations, roles, and responsibilities.

1.5 Professional expectations, roles and responsibilities.

1.5.1 Role of all staff

- All staff will read and understand Part 1 of Keeping Children Safe in Education (2026) in full. Those working directly with children will also read Annex A (Further information).
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing or are absent from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, and the Chair of Governors and the Local Governor responsible for safeguarding (if working in a school setting) and know who and how to contact the Trust DSL, and the Chair of Directors and the Director responsible for safeguarding (if working in the central team).
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect.
    - requiring mental health support.
    - may benefit from early help.
    - where there is a radicalisation concern.
    - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child on child abuse, children missing or absent from education and those requiring mental health support, and the impact of technology in relation to online safety including online filtering and monitoring processes.

- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

1.5.2 - Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL)

Duties are further outlined in Keeping Children Safe in Education (2026, Annex B)

Details of schools' DSL and Deputy DSL(s) and how to contact them are available on the individual school's website, their newsletters, notice boards in reception and on posters throughout the schools. **Each PPAT school also has its own confidential safeguarding mailbox,**

Manor Court	Safeguarding@manorcourt.ppat365.org.uk
PPAT Education	PPATDSL@ppat365.org.uk

The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.

- The DSL (and any deputies) have undertaken the **SSCP** (Somerset Safeguarding Children Partnership) Advanced Child Protection Training to ensure they are compliant with the SSCP requirement for DSLs.
- The DSL works with the Head Teacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
    - who need a social worker and may be experiencing abuse or neglect.
    - requiring mental health support.
    - who may benefit from early help/family help.
    - where there is a radicalisation concern.
    - where a crime may have been committed.

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) Service in relation to child protection cases which concern a staff member.
- Coordinate regular safeguarding training and updates and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
    - know who these children are,
    - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
    - Are supported to identify the challenges that children in this group might face.
    - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- Ensure the secure transfer of the Child Protection File when a child moves to a new setting-within 5 days for in year transfer or the first 5 days of the start of a new term.

- Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, e.g. attendance at Strategy and Initial Child Protection Conferences out of term time and share out of term time contact details with the Local Authority
- Work with the SLT member who has lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Support the Filtering and Monitoring lead in conducting an annual review on filtering and monitoring which is presented to governors.
- Support the role and duties of the named lead for health, safety and site security.

1.5.3 - Role of the Board of Directors and Local Governing Bodies

Duties are further outlined in Keeping Children Safe in Education (2026, Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The appointed Safeguarding Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the annual S175/157 safeguarding audit from Somerset Council.
    - Ensure that the school remedies any actions brought to its attention without delay.
    - Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have the appropriate status, authority, skills and experience within the school to carry out the duties of the post.
- Ensure that they attend Somerset Safeguarding Children Partnership training and that safeguarding learning for the school community is robust and effective.
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Ensure that teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2026, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices including filtering and monitoring.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.
- Receive an annual filtering and monitoring assurance report and review the effectiveness of arrangements.

There is also a local governing body lead who takes responsibility for ensuring the school's safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with the Trust's arrangements.

- The appointed Safeguarding Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the annual S175/157 safeguarding audit from Somerset Council.

- Ensure that the school remedies any actions brought to its attention without delay.

- Ensure that this document is updated annually (or when there are significant updates)

- Monitor that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.

- Ensure that they attend Somerset Safeguarding Children Partnership training and that safeguarding learning for the school community is robust and effective.

- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

- Ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2025, Part 3).

- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.

- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.

- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices including filtering and monitoring.

- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

- Ensure the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. Ensuring that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors will consider the age range of their children, the number of

children, how often they access the IT system, and the proportionality of costs verses safeguarding risks.

1.6 Safeguarding training for staff

The Board of Directors and Local Governing bodies will ensure that all staff members undergo the Somerset Safeguarding Child Partnership (SSCP) safeguarding and child protection (including online safety) training at induction.

1.6.1 - All staff:

- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- Must complete Female Genital Mutilation (FGM) awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training annually. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Will receive training which includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation. All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

1.6.2 - Designated Safeguarding Lead and deputies:

- Will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills and training (including online safety) required to carry out the role. The training will be updated every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service to ensure that their knowledge and skills are updated. This could be via e-bulletins, attending DSL network meetings, attending additional training and taking time to read and digest safeguarding developments.

1.6.3 - Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure

that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding issues in Annex A (including online safety and filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.
- Governors and trustees receive appropriate safeguarding and child protection training at induction.

1.7 Safeguarding in the curriculum

PPAT Education is dedicated to ensuring that children are taught about how to keep themselves and others safe, including online. We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). This is part of a broad and balanced curriculum. This includes:

- Working within statutory guidance in respect to Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk); and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Personal, Social, Health and Economic (PSHE) education, to explore key issues at an age-appropriate stage such as:
    - healthy and respectful relationships
    - boundaries and consent
    - stereotyping, 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 violence such as forced marriage and FGM, and how to access support, and
    - what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- A whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism,

misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

- Appropriate filtering and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. (Further information can be found in KCSIE 2026)
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Pupils can inform the curriculum via discussions with the school council, pupil voice surveys etc.

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

PPAT Education pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education, Part Three' (2026), ensuring we maintain an accurate Single Central Record.

- This includes scrutinising applicants, by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026.
- Applicants must provide an application form and Curriculum Vitae will not be accepted as a stand-alone.
- As a setting we will conduct online searches as part of our due diligence checks on short listed candidates and inform them of this.
- All recruitment materials will include reference to PPAT Education's commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third-party assurances are sought for contractors who are required on site, including identification checks on arrival.
- Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

1.8.2 – Work Experience

Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested.

PPAT Education cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, PPAT Education will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

1.8.3 – Visitors

All visitors complete a signing in/out process, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

1.8.4 – Site Safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk)]

Where the school's premises are hired or rented to another organisation, PPAT Education will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements for the provider to liaise with the school on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

1.8.5 – Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

1.8.6 - Use of restrictive interventions

At PPAT Education our aim is to create a safe, secure and supportive environment for all our pupils and staff. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance Use of reasonable force and other restrictive interventions guidance
- There is robust recording and reporting of any incident where restrictive interventions including reasonable force and seclusion have been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.
- Further details can be found in each of our schools behaviour policies, which can be found on school's own websites and the Trust's Restrictive Interventions Policy.

1.8.7 - Whistleblowing procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing.
- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and staff notice boards).
- The Trust Confidential Reporting (Whistleblowing) policy is published on the Trust website and also on all school sites.

1.9 Early Years settings within schools including reception age children

1.9.1 - Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), we are required to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 , the Early years foundation stage (EYFS) statutory framework - GOV.UK and other related statutory guidance

PPAT Education will ensure that children taught in nursery/preschool and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

1.9.2 Suitable people

When employing early years staff we will follow the school's Safer Recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

We will not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

Staff policies will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow the school Policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.

Where early years staff are taking medication that may affect their ability to care for young children, they need to notify the head teacher and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

1.9.3 Staff training, skills and supervision

We will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- All early years staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or well- being, including child protection concerns and Identify solutions to address issues as they arise.
- All early years staff are able to communicate effectively in English both orally and in writing;
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips; and
- Each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

1.9.4 Staff ratios

We will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- Parents are kept informed of staff members and numbers; and
- Children are kept within staff sight and hearing at all times.

For before and after school provision, we will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

1.9.5 Health

We will:

- Promote the health of children attending the early years provision;
- Take necessary steps to stop the spread of infection;
- Administer medicines only in line with the school's policy;
- Take appropriate action where children are ill;
- Ensure any meals provided are nutritious and prepared in a hygienic manner; and
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

1.9.6 Health and safety and suitability of premises

We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

We have specific procedures for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

1.9.7 Managing behaviour

We will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school policy, local procedures and any plans which will be specific for each child depending on their situation. We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

1.9.8 Attendance

Although statutory attendance requirements apply from the term after a child turns five, we recognise the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

1. **Expectations and Responsibilities**

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- We will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

2. **Safeguarding and Early Intervention**

- In line with Keeping Children Safe in Education (2026) and the EYFS statutory framework, persistent or unexplained absence in early years may be treated as a safeguarding concern.
- We will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

3. **Promoting Positive Attendance**

- We will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL/Deputy DSL in a timely way. In the case a learner is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child. This includes responses to child-on-child harm and learners who present with a mental health need (Appendix B).

At PPAT Education children can raise their concerns via any adult and they will be treated seriously.

2.2 Information Sharing

PPAT Education is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018, UK General Data Protection Regulations and the Data (Use and Access) Act 2025. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- They should refer to Information Sharing for Safeguarding Practitioners 2024.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when PPAT Education will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt PPAT Education will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

2.3 Identifying and monitoring the needs of vulnerable learners.

The DSL and Deputy DSL will regularly review and monitor those children who have been identified as vulnerable and those children who are potentially at greater risk or harm. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information is shared with teachers and school and college leadership staff to promote educational outcomes.
- Learners who currently have, or have had, a social worker, including those in kinship care, will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

2.4 Multi-agency working

We recognise that education providers have daily contact with most children and families, and we are uniquely placed to identify concerns and, with partners as appropriate, address them early.

PPAT Education will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2026.

All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, for when a case should be referred to Family Help support and services provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)

- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

Referrals in these cases should be made by the DSL (or Deputy DSL) to Children's Social Care in the Local Authority in which that child resides.

PPAT Education will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

2.4.1 Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.

- In situations where a child in care may be put on to part-time timetable, the school will consult with relevant agencies and the virtual school.

- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Police who will consider a proportionate response.

- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) can be helpful or contact the local PCSO/School Link Officer/Neighbourhood Team.

- If we are managing a critical incident involving a child, the inclusion advice line will be contacted Contact the Inclusion Advice Line - Somerset Council

  A critical incident may be defined as any sudden and unexpected incident or sequence of events which cause trauma within a school community, and which overwhelms the normal coping mechanisms of that setting.

  Critical Incidents affecting settings may include:
  - Property failure
  - The death of a pupil(s) or member(s) of staff through sudden accident, murder, terminal illness or suspected suicide.
  - A serious accident involving pupils and setting personnel on or off premises.
  - A violent attack or violent intrusion onto premises, e.g. involving an armed intruder or a bomb alert.
  - Fire, flood, building collapse or major vandalism in setting.
  - A hostage situation.
  - A significant event in the community, e.g. transport accident, terrorism.

  Whatever the scale of the incident, the effect on the individuals involved can be equally devastating. Further advice and guidance can be found here Critical Incidents | Support Services for Education

2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions.

(To be read in conjunction with the Behaviour Policy.)

PPAT Education recognises that children who are suspended or permanently excluded may be vulnerable to a range of safeguarding concerns and that such actions can increase a child's risk of harm, exploitation, poor mental health, serious violence, criminal involvement, and becoming missing from education.

The school will ensure that safeguarding remains central to all decision-making relating to suspensions and permanent exclusions. Staff will consider whether a child's behaviour may be an indicator of unmet safeguarding needs, abuse, neglect, exploitation, trauma, mental health concerns, family difficulties, or special educational needs and disabilities (SEND).

PPAT Education will exercise their legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

2.5.1 - Actions to take

- Ensure safeguarding considerations form part of all decision-making processes.
- Consider whether behaviour is linked to an underlying safeguarding concern or unmet need.
- Involve the Designated Safeguarding Lead (DSL) where safeguarding concerns are identified, suspected, or known.
- Consider whether Early Help, Children's Social Care, mental health support, or other multi-agency interventions are required.
- Notify the Statutory Virtual School of a suspension or permanent exclusion of a Looked After Child
- Remain alert to the heightened risk of children who are suspended or permanently excluded becoming missing from education, experiencing child criminal exploitation, child sexual exploitation, or becoming involved in serious violence.
- Work collaboratively with parents/carers, the local authority, alternative providers, and other relevant agencies to promote the child's safety and welfare.
- Ensure that safeguarding arrangements remain effective throughout any suspension period and during transitions to alternative provision or other educational settings.
- Transfer child protection records, safeguarding files, risk assessments, and any other relevant welfare information securely and without delay when a child moves to another education provider following permanent exclusion.

The school acknowledges that a permanent exclusion should never be viewed solely as a behaviour matter and will take all reasonable steps to identify, assess, and address any underlying safeguarding vulnerabilities affecting the child.

2.5.2 - Commissioning Alternative Provisions

When commissioning Alternative Provision we will have regard to statutory and non- statutory guidance:
Alternative provision - GOV.UK
Non-school alternative provision: voluntary national standards - GOV.UK
Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk)

In accordance with KCSIE 2026, if a pupil who is on role at PPAT Education attends an Alternative Provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil.

Before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. The school will remind the provider of their duty to notify us of any staff changes or risks.

We understand that good practice highlights the importance of a member of school staff visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement.

We will ensure there is a clear agreement of roles and responsibilities to maintain safeguarding and daily monitoring of attendance arrangements for learners who are not taught on site. An accurate record will be kept of where the child is, including all sites attended through Alternative Provision.

When a child who is on role at PPAT Education is attending an alternative provision, half-termly visits will be undertaken by a member of school staff to see that child to ensure the safety and suitability of the provision.

Where possible, we will always look to use an alternative provision that are on Somerset Council's approved Alternative Provision framework.

If a safeguarding concern arises for a child within their Alternative Provision, the school will look to immediately review or end the placement.

2.6 Children Missing from Education

(To be read in conjunction with the Attendance Policy.)

A learner missing or absent from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing or are absent from

education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with 2.3 Identifying and monitoring the needs of vulnerable learners.

PPAT Education will follow the guidance detailed in Children Missing Education (2016), Working together to improve school attendance 2026 and Somerset Council policy for Children Missing from Education. We will comply with submitting attendance returns to the Local Authority within the agreed timescales.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more,
- or who has been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

2.6.1 - Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, PPAT Education, and other key professionals will work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child is subject to a child protection plan or has an Education, Health and Care plan this will need to be reviewed with the local authority, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 PPAT Education will notify the Local Authority when a pupil's name is deleted from the admission register. Safeguarding concerns will be shared with the Attendance Monitoring Service and where required, a request for additional support from children's services will be made in line with the Children Act 1989.

2.7 Responding to allegations of abuse made against adults working in the setting

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, trainee teachers, volunteers, and contractors and those from organisations or individuals using the school premises) where they may have:

- behaved in a way that has harmed a child 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 that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

On being advised of an allegation which meets any or all of the above criteria, the designated safeguarding lead / case manager (schools) should contact the Local Authority Designated Officer (LADO) within **ONE working day**

2.7.1 - Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher who will follow guidance in Keeping Children Safe in Education (DfE 2026, Part four: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors).
- If the concern relates to Head Teacher it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Where allegations concern a trainee teacher, the school will progress the matter with the LADO in the same way as for any other member of staff, while continuing to liaise with the initial teacher training (ITT) provider (KCSIE 2026, Part Four).
- If the concern relates to a Head Teacher it should be reported to the Chair of Governors, who will liaise with the CEO in the first instance and then with the LADO and they will decide on any action required.
- Allegations regarding foster carers should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

2.7.2 - Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2026). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

The setting provides a clear procedure for sharing low level concerns. PPAT Education's Low Level Concerns Policy can be found in Appendix H of this document.

- Reports should be made to the DSL (or the head teacher if it is regarding the DSL).
- PPAT Education creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- The DSL will review and correct any deficits in the setting's safeguarding system.

2.8 Children at greater risk of harm

Whilst all children should be protected, all staff and governors recognise that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups.

- Children who need a social worker
- Children who are absent from education

- Elective home Education
- Children requiring mental health support
- Looked after children and previously looked after children
- Care leavers
- Young carers
- Children in the court system
- Children affected by parental offending/imprisonment.
- Children in Kinship Care
- Children with special educational needs, disabilities or health issues
- Children with medical conditions
- Children who are lesbian, gay or bisexual
- Children who are questioning their gender

There are also specific areas of safeguarding that can impact on children and families and their ability to keep safe:

- Child Exploitation- including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking
- Cybercrime
- Domestic Abuse
- Homelessness
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child on child abuse
- Radicalisation
- Serious Youth Violence
- Substance Misuse
- Private Fostering

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education Annex A (DfE 2026); the NSPCC website - Types of Abuse.
Localised resources for education settings can be accessed through Somerset Safeguarding Children's Partnership and Somerset Education Safeguarding Service.

2.9 Responding to incidents of child-on-child abuse (including harassment and violence) and extra-familial safeguarding concerns

2.9.1 Child-on-child abuse

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child abuse and child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex of those involved (KCSIE 2026, para 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site.
Sexual harassment and violence between children can be linked to wider cultures of misogyny; PPAT Education will consider this link when planning its curriculum and pastoral response.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the setting's safeguarding team and pastoral system and the support will be regularly monitored and reviewed.
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education,

- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously,
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern,
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school DSL/ Deputy DSL.

2.9.2 Child-on-child sexual harassment and sexual violence

The DSL will follow local and national guidance when there has been signs, reports or concerns of Harmful Sexual Behaviour (HSB), child-on-child sexual harassment and sexual violence having due regard of Part 5 of Keeping Children Safe in Education. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

The Somerset Harmful Sexual Behaviour Protocol - Somerset Safeguarding Children Partnership should be utilised to inform assessment of risk and what actions to subsequently take. Any assessments need to take an extra-familial safeguarding approach to consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

PPAT Education will consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made.

Where a report includes an online element, we will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- The Lucy Faithfull Foundation can provide support to anyone with concerns about child sexual abuse Helpline - Stop It Now
- The Lucy Faithful Foundation's, Shore Space, offers a confidential chat service for teenagers worried about sexual behaviour. Home - Shore

2.9.3 Extra familial safeguarding approach to child-on-child abuse:

PPAT Education will minimise the risk of child-on-child abuse by understanding extra-familial risks and will increase safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.
Following any incidents of child-on-child abuse, the DSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics in the curriculum.

2.10 Mental health and wellbeing.

(A flow diagram is available in Appendix B to illustrate this section)
Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early help support or the involvement of a more specialist service.

This can include self-harm, signs of an eating disorder, suicidal ideation or suicide. Where a mental health concern may indicate that a child is suffering, or is at risk of suffering, abuse, neglect or exploitation, staff will follow the setting's usual safeguarding reporting route to the DSL without delay, so the concern can be assessed alongside any other information held about the child (KCSIE 2026, para 225).

PPAT Education will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.
The setting will take a 'whole school approach' to:

- deliver high-quality teaching around mental health and wellbeing on the curriculum.
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure children and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing
- And being committed to child and parent participation

PPAT Education will commit to undertake the following:

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of pupils. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Review attendance, behaviour, attainment, and safeguarding records at least on a termly basis to enable early identification of vulnerability to mental health problems
- Ensures that learners can report and share concerns in line with section 2.1 Reporting a concern of this policy.
- Ensures staff follow a safeguarding process in terms of reporting concerns so the DSL (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.

- Responds to the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the leaner is at risk of immediate harm.
- The DSL will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 2.4 - Multi-Agency Working.
- Communicates and works with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- The DSL liaises with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team access specialist advice through targeted services.
- We utilise the Mental Health in Schools Team (MHST) for early intervention and advice, and signpost staff, learners and families to NHS Every Mind Matters and the Hub of Hope, the UK's mental health support database (KCSIE 2026, paras 230-232). Delete as appropriate

2.11 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

PPAT Education is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is included in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 2.7 Responding to incidents of child on child harm **and read in conjunction** with PPAT Education's Digital Devices Policy, which can be found on the Trust website.
- Provision of education via remote learning will comply with governmental advice Safeguarding and remote education - GOV.UK (www.gov.uk)
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.
- Preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help.
- Being alert to emerging online risks, including AI-generated content, deepfakes and 'nudification' apps which can be used to create fake sexual images of a child, and the spread of misinformation and disinformation online.
- Helping children understand how to protect their personal information online and think carefully before sharing images of themselves or others.

- PPAT Education operates as a mobile phone-free environment by default; pupils do not have access to their mobile phone during the school day, including lessons, the time between lessons, breaktimes and lunchtime, other than by exception. [See PPAT Education's Mobile Phone Policy for full details.]
- Paragraph 162 to 182 of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, we will alert - **Child Exploitation and Online Protection command (CEOPS)** https://www.ceop.police.uk/ceop-reporting/

2.12 Gender-questioning children

PPAT Education has a statutory duty to safeguard and promote the welfare of all children, including any child who is questioning their gender, as well as their peers, and will consider the impact of any decision on all children affected risk/needs assessments will be considered (further information can be found in KCSIE 2026, para 251-282).

Where a child asks for support with social transition, we will:

- engage parents/carers as a priority and give their views considerable weight, except in the rare circumstances where doing so would place the child at greater risk – in which case the DSL will determine what action is needed to safeguard the child before parents/carers are contacted;
- take a careful approach, recognising that social transition is an active intervention that may have significant effects on a child's wellbeing and longer-term outcomes, and that primary-aged children in particular are very unlikely to be supported in a full social transition;
- consider what is in the best interests of the child and of other children, drawing on clinical and non-clinical professional advice (for example from the SENCo) where relevant, and taking into account any wider health issues or neurodiversity;
- document the decision-making process and keep records, including where a request is not agreed to;ensure that toilets, changing rooms, and boarding/residential accommodation designated for one biological sex are not made available to a child of the other biological sex, including as a form of social transition, in line with Appendix E of this policy; and
- comply with the setting's duties under the Equality Act 2010 and the Human Rights Act 1998, considering whether any policy would place a gender-questioning child at a disadvantage relative to other children, and linking this consideration to the setting's wider inclusion and equality processes (see section 3, Equalities Statement, of this policy).

2.13 Safeguarding Children with medical conditions

An incident relating to the management of a child or young person's medical condition (including allergies) would not, in itself, warrant a referral to local safeguarding partners. However, we will make a referral to statutory services where an incident indicates the child

may be at increased risk of neglect, abuse or exploitation connected to their medical condition – for example, where relevant medical information is not provided to the setting, or a child is repeatedly sent without essential medication.

Further information: DfE statutory guidance Supporting pupils at school with medical conditions, and Allergy safety in schools (KCSIE 2026, para 250).

2.14: Specific actions to take on key safeguarding areas:

General or national guidance is not included here. A summary of specific duties are in Keeping children safe in education 2026 **Annex A**. It is recommended that school and college leaders and those staff who work directly with children should read this Annex. Access to local guidance can be found here: Policies and Procedures - Somerset Safeguarding Children Partnership

In recognition that the threshold of child protection is 'likely to suffer' significant harm, PPAT Education may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner or others at further risk of harm or compromise a criminal investigation. In all other circumstances information will be shared in line with section 2.2 Information Sharing.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Weapons and Serious violence

We recognise that success in learning is one of the most powerful indicators in the prevention of youth crime.

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

- Any member of staff who becomes aware that a pupil is carrying a weapon, has used a weapon, is in possession of a weapon, or has expressed an intention to use a weapon must report this immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL.
- Concerns relating to weapons will be treated as safeguarding concerns and assessed by the DSL in line with the school's child protection procedures.
- The DSL will consider appropriate action, including risk assessment, parental involvement, referrals to children's social care, Early Help, and/or liaison with the police where appropriate.
- The school recognises that possession or use of a weapon may be an indicator of serious violence, child criminal exploitation, gang involvement, or other safeguarding concerns and will respond accordingly.

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

PPAT Education will ensure that early help intervention is provided as soon as a concern of exploitation is identified. We will utilise the SSCP Child-Exploitation-Initial-Response-Pathway_Including-Serious-Youth-Violence_01.2026.pdf and seek advice from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, PPAT Education will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation. Report child sexual exploitation | Avon and Somerset Police
- If the learner is at risk of CCE information should be shared with the police Tell us about vulnerable or exploited people, exploiters, or organised crime | Avon and Somerset Police Targeted support maybe available to disrupt learners from getting involved with criminality.
- Agencies will share 'Missing persons' notifications (when a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Further support and information can be found here: Preventing Child Sexual Exploitation | The Children's Society

Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident of domestic abuse. Education Settings will be notified when the police have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse they should consider seeking further advice and completing an Early Help Assessment or DASH to support the family.

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Homepage - National Domestic Abuse Helpline provides

guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- How to Protect Children From Domestic Abuse | NSPCC
- What is domestic abuse? - Refuge
- Safe Young Lives | Young people & domestic abuse - SafeLives
- Domestic abuse: specialist sources of support - GOV.UK
- Home : Operation Encompass
- Somerset Domestic Abuse

Female Genital Mutilation

Mandatory reporting duty: Click here for government guidance
There is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out on.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Child Sexual Abuse

Mandatory reporting duty:
There is a legal duty for those taking part in regulated activity to report if they:

- are told that a child (person under the age of 18) has been sexually abused, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Generative AI

PPAT Education recognises the safeguarding, data protection and intellectual property considerations arising from the use of Generative AI (whether teacher-facing or pupil-facing) in education. Staff will have regard to the Department for Education's guidance on Generative artificial intelligence in education, and to related sector resources on identifying and mitigating the associated safeguarding risks, when considering the use of AI tools in the setting (KCSIE 2026, paras 165-166). Staff should also be aware that images or videos of a sexual nature generated using AI are treated in the same way as other nudes and semi-nudes for safeguarding purposes (see Key Safeguarding Areas and section 2.7 of this policy).

The Prevent Duty.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard109 to the need to prevent people from being drawn into terrorism".110 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training,
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Support for Young Carers can be accessed by completing an EHA.

Sport and single-sex provision

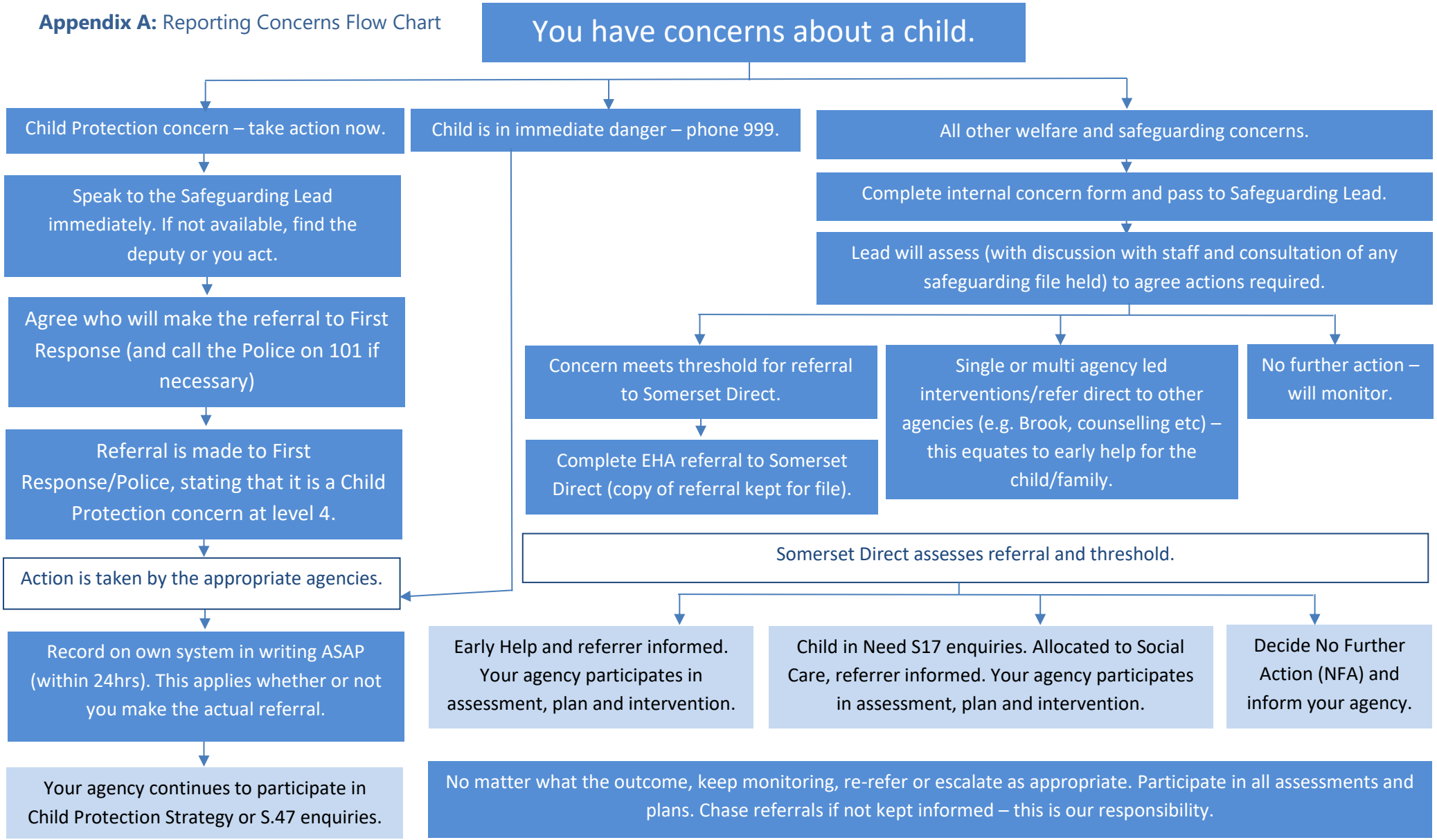
KCSIE 2026 sets out that schools, further education institutions and 16-19 academies (covered by Part 6 of the Equality Act 2010) may separate children by biological sex for single-sex sport and competitive activity where physical strength, stamina or physique would otherwise create a safety or fairness disadvantage. Some sports may need to be single-sex from a certain age for safety reasons, in which case there must be no exceptions. Requests relating to how a child participates will be considered against the guidance on 'considering requests for support with social transition', taking into account the best interests of the child,

the impact on other children, and the aim of creating a safe and fair environment (KCSIE 2026, paras 95-98).

Toilets, changing rooms and boarding/residential accommodation

PPAT Education will not allow children into toilets or changing rooms designated for the opposite biological sex, including in response to a request to support social transition. Separate toilets are provided for boys and girls aged 8 and over, and separate changing accommodation for pupils aged 11 and over, in line with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014. Where a gender-questioning child does not wish to use the facilities designated for their biological sex, PPAT Education will consider whether an alternative, self-contained facility can be provided without compromising single-sex provision for other children. Any such arrangements will be recorded, communicated appropriately, and reviewed regularly. (KCSIE 2026, paras 105-116 and 197-202).

Appendix A: Reporting Concerns Flow Chart



Safeguarding Response to Mental Health and Child on Child Abuse

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation **(KCSIE, 2026)**

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to child-on-child abuse **(KCSIE, 2026)**

There is a concern about a learner's mental health

You are made aware of an incident or pattern of child-on-child abuse

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. **(KCSIE, 2026)**

Secure the safety of the learner(s) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy, DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

Possible examples of peer on peer abuse

- **Bullying (and cyberbullying)**
- **Physical abuse**
- **Sexual violence and sexual harassment**
- **Upskirting**
- **Sexting**
- **Initiation/hazing type violence and rituals**

Additional guidance used to respond to the concern:

- ***Mental health and behaviour in schools*** **(link)**
- ***Promoting children and young people's mental health and wellbeing*** **(link)**

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Outcomes

Additional guidance used to respond to the concern

- ***Advice for Schools and Colleges on Responding to Sexting Incidents*** **(link)**
- ***Sexual Behaviours Traffic Light Tool*** **(link)**
- ***Preventing and Tackling Bullying*** **(link)**
- ***NPCC: When to call the police*** **(link)**

Outcomes

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be regularly reviewed or on any occasion another concern is raised.

Appendix C: Multi-Agency Contacts for Safeguarding in

If you have concerns about a child/young person in Somerset:

If a child is at immediate risk call the POLICE	**POLICE** 999
To make an URGENT referral to Children's Social Care	i.e., a child is likely to suffer or is suffering significant harm, call Somerset Direct. **Somerset Direct 0300 123 2224**
To make a NON-URGENT referral to Children's Social Care.	Complete an Early Help Assessment and send to **SD Inputters SDinputters@somerset.gov.uk**
To raise concerns and ask for advice about radicalisation (also contact Somerset Direct).	**Police Prevent Team -** 01278 647466 PreventSW@avonandsomerset.police.uk **Local Authority Prevent Lead** prevent@somerset.gov.uk
To liaise with the specialist Safeguarding Police Unit	**Lighthouse Safeguarding Unit – Avon and Somerset Police 01278 649228**

DSL Consultation Line 0300 123 3078	**Inclusion Advice Line** 0300 123 2224 Contact the Inclusion Advice Line - Somerset Council	**Critical Incident Support** EPS 0300 123 2224

If you have concerns about a professional working with a child:

To raise concerns and ask for guidance in relation to the conduct of someone who works with children.	**Local Authority Designated Officer - (LADO)** Allegations Management - Somerset Safeguarding Children Partnership

For information, advice, and guidance in relation to safeguarding policy and procedures: **Education Safeguarding Leads** Educationsafeguardinglead@somerset.gov.uk Katherine Hollinghurst (East) Katherine.hollinghurst@somerset.gov.uk Beth Ollive (West) Beth.ollive@somerset.gov.uk Hari Fuller (Early Years) Harriet.fuller@somerset.gov.uk
For advice and support in relation to Critical Incidents, attendance, SEND, Children Looked After: Inclusion Advice Line

Child sexual exploitation & child criminal exploitation	**Operation Topaz (Avon and Somerset Police)** https://www.avonandsomerset.police.uk/forms/vul

Child Missing from Education	Notify us of a Child Missing from Education (CME) - Somerset Council
Children affected by Forced Marriage	**Forced Marriage Unit** 020 7008 0151 fmu@fco.gov.uk
Online Safety Advice	**Professional Online Safeguarding Helpline** T: 0344 381 4772 E: helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	**Child Exploitation and Online Protection command** https://www.ceop.police.uk/ceop-reporting/
FGM advice	**NSPCC FGM Helpline** 0800 028 3550 fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	0808 2000 247
Young Carers – advice and support.	0300 123 2224 YoungCarersmailbox@somerset.gov.uk
CAMHS	**Single Point of Access** CAMHS Single Point of Access (SPA) - CAMHS (somersetft.nhs.uk) 0300 1245 012 camhsspa@somersetft.nhs.uk
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** 0800 028 0285 help@nspcc.org.uk
Advice around harmful sexual behaviour.	DSL consultation line 0300 123 3078 Somerset Harmful Sexual Behaviour Protocol - Somerset Safeguarding Children Partnership

Appendix D: Dealing with a disclosure of abuse.

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you, using their own language.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Remember that records may be used as evidence in court proceedings and need to be factual and accurate.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- "The 5 R's" are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

Appendix E: Types of abuse and neglect

The NSPCC has produced a series of Expert Insight videos, Expert insight videos | NSPCC Learning where experts talk about key child protection topics and share learning from their safeguarding experiences.

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these 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.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2026).

The following are the definition of abuse and neglect as set out in Keeping Children Safe in Education 2026, however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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

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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. This can include verbal abuse such as persistent criticism, belittling or name-calling. 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 penetration with an object) 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The Centre of expertise on child sexual abuse has useful resources and training Home | CSA Centre.

Appendix F: Prevention of Radicalisation Statement

BACKGROUND

This Preventing Radicalisation Statement is part of our commitment to keeping our pupils safe. Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

ETHOS

At Preston Primary Academy Trust, we ensure that through our vision, values, relationships and teaching we promote tolerance and respect. The Board of Directors and Local Governing Bodies (LGBs) ensure that this ethos is reflected and implemented effectively through policy and practice and that there are policies in place to safeguard and promote pupils' welfare.
All members of the Trust community have the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

STATUTORY DUTIES

The duty to prevent children and young people being radicalised is set out in but is not limited to the following documents.

- *Counter Terrorism and Security Act 2015*
- *Keeping Children Safe in Education 2025*
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- *Working Together to Safeguard Children 2023*

RELATED POLICIES

- *Schools' Online Safety Policy*
- *Acceptable Use Policy*
- *Schools' Behaviour Policy*
- *Safeguarding and Child Protection Policy*
- *Code of Conduct*
- *Curriculum* Policy
- *Anti-Bullying Policy*
- *Whistleblowing Policy*

DEFINITIONS

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

ROLES AND RESPONSIBILITIES

The Board of Directors

It is the role of the Board of Directors to ensure that the Trust meets its statutory duties with regard to preventing radicalisation. It has delegated some of its duties to the Local Governing Bodies (LGBs) of its schools.

Local Governing Body (LGB)

It is the role of the LGB to monitor that the school meets its statutory duties with regard to preventing radicalisation. Each school within the Trust has a nominated Governor who will liaise with the Head teacher/Deputy Head teacher and other staff regarding issues around protecting pupils from radicalisation.

Head teacher

It is the role of the Head teacher to implement this policy and ensure that the school curriculum and assembly programme incorporates the fundamental British Values and to ensure that staff conduct is consistent with preventing radicalisation.

Designated Safeguarding Lead (DSL)

It is the role of the Designated Safeguarding Lead to ensure that staff understand the issues of radicalisation and that they have had access to appropriate training in order to recognise the signs of susceptibility or radicalisation and know how to refer any concerns.

The DSL will receive safeguarding concerns about pupils who may be susceptible to the risk of radicalisation or are showing signs of radicalisation. The DSL will make referrals to appropriate agencies with regard to concerns about radicalisation and will liaise with partners including WBC and police.

A list of DSLs (Designated Safeguarding Lead) for the Trust can be found in the introductory pages of thie Trust Child Protection Safeguarding policy.

Staff

It is the role of all staff to access appropriate training in order to develop an understanding of the issues of radicalisation and to recognise the signs of susceptibility or radicalisation. All staff have a responsibility to know how to refer any concerns and to carry out an appropriate referral to the DSL.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum. We encourage our pupils to be learners who are open to new experiences and to be tolerant of others. Our values support the development of the whole child as a responsible learner within a safe and respectful environment. Teaching the Trust's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at the schools within the Trust block inappropriate content, including extremist content. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff immediately.

We are aware that children and young people may access unfiltered content when using the internet at home and, therefore, the schools' Online Safety policies refer to preventing radicalisation and related extremist content. Pupils and staff know how to report internet content that is inappropriate or of concern.

PERSONNEL

Staff Training

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of susceptibility or radicalisation and know how to refer their concerns. All staff, Directors and Governors will complete Prevent training annually.

Safer Recruitment

We ensure that all staff we appoint are suitable to work with primary aged pupils and that our recruitment procedures follow the statutory guidance published in part 3 of *Keeping Children Safe in Education 2024* Vetting and barring checks are undertaken on relevant people, including Directors, Governors and Volunteers.

Visitors

Visitors to the school are made aware of our safeguarding policies on arrival and are given information about what to do if they have a cause for concern about a child's welfare.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into school without first checking with a member of SLT.

SIGNS OF SUSCEPTIBILITY

There are no known definitive indicators that a young person is susceptible to radicalisation but there are number of signs that together increase the risk. Signs of susceptibility include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour, and peer relationships (NB There are also very powerful narratives, programmes, and networks that young people can encounter online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles.
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes.
- attempts to impose extremist views or practices on others.
- verbalising anti-Western or anti-British views.
- advocating violence towards others.

REFERRAL PROCESS

Staff and visitors to the school must refer all concerns about pupils who show signs of susceptibility or radicalisation to the Designated Safeguarding Lead using the agreed methods for reporting safeguarding concerns. When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with a Deputy Safeguarding Lead will make a referral to the appropriate body.

Appendix G: Low Level Concerns Policy

For the purposes of this policy, a low-level concern is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold (see below) or is otherwise not serious enough to consider a referral at the time of its reporting.

The term 'low-level' concern does not mean that it is insignificant – a low-level concern is any concern that suggests an adult working in or on behalf of the trust may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work.

- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns are differentiated from concerns that can cause harm. The harms threshold is the point at which a concern is no longer low-level and constitutes a threat of harm to a child. This threshold is defined as allegations that an adult has:

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

While low-level concerns are less serious than concerns which meet the harms threshold, the Trust understands that many serious safeguarding concerns often begin with low-level concerns.
Examples of low-level concerns could include:

- Being over friendly with children - this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with pupils, e.g. conversations that are about a staff member's personal life or are of a sexual nature.
- Having favourites – this could include, but is not limited to, calling pupils by pet names or terms of endearment or buying pupils gifts.
- Adults taking photographs of children on mobile devices, such as phones, contrary to the Trust and school policies
- Engaging with a child on a one to one basis in a secluded area or a behind closed door
- Using inappropriate sexualised, intimidating or offensive language
- Humiliating children

The Trust and its schools will ensure that all staff are aware of the importance of recognising concerns before they have an opportunity to escalate from low-level to serious.

Reporting Low-level Concerns

Staff will report all safeguarding concerns they have to the DSL and Head immediately in line with the procedures laid out in the Child Protection and Safeguarding Policy. Staff members will report concerns without undue delay. Where the report concerns a specific incident, staff members will report their concerns no later than 24 hours after the incident where possible. Staff members will be aware that concerns are still worth reporting even if they do not seem serious.

Where the DSL alone is informed of low-level concerns, they will inform the headteacher in a timely fashion according to the nature of the concerns. The headteacher will be the ultimate decision maker in respect of all low-level concerns; however, they will take a collaborative approach with the DSL to make a decision.

Evaluating Low-Level Concerns
To evaluate a concern, the headteacher and DSL will:

- Speak to the individual who raised the concern to determine the facts and obtain any relevant additional information.
- Speak to any other witnesses
- Review the information and determine whether the behaviour displayed by the individual about whom the concern was reported is consistent with the Staff Code of Conduct and the law.
- Determine whether the concern, when considered alongside any other low-level concerns previously made about the same individual, should be reclassified as an allegation and dealt with alongside the Allegations of Abuse Against Staff Policy.
- Consult with, and seek advice from, external agencies when in doubt over the course of action to follow.
- Speak to the individual about whom the concern has been raised to inform them of the concern and to give them an opportunity to respond to it.
- Ensure that accurate and detailed records are kept of all internal and external conversations regarding evaluating the concern, and any actions or decisions taken. Acting on concerns

Acting on Concerns

Where the concern is unfounded

If it is discovered upon evaluation that the low-level concern refers to behaviour that was not considered to be in breach of the Staff Code of Conduct, and the law, the headteacher will speak to the individual about whom the concern was made to discuss their behaviour,

why and how the behaviour may have been misconstrued, and what they can do to avoid such misunderstandings in the future. The headteacher will also speak to the individual who shared the concern, outlining why the behaviour reported is consistent with school standards and the law. The headteacher will take care to ensure that conversations with individuals who reported concerns that transpired to be unfounded do not deter that individual from reporting concerns in the future.

The headteacher will discuss the concern with the DSL (and if they have been involved, the LADO) to discern whether the behaviour, and the reporting of this behaviour, is indicative of ambiguity in the trust's or school's policies and procedures, or the training it offers to staff. Where such ambiguity is found, the DSL and headteacher will work together to resolve this with input from other staff members, as necessary.

If a concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

Where the concern is low-level

Where the headteacher determines that a concern is low-level, the school will respond to this in a sensitive and proportionate manner. The following procedure will be followed:

The DSL will hold a meeting with the individual about whom the concern was reported, during which they will:

- Talk to the individual in a non-accusatory and sympathetic manner.
    - Inform them of how their behaviour was perceived by the individual who reported the concern (without naming them, where possible).
    - Clearly state what about their behaviour was inappropriate and problematic.
    - Discuss the reasons for the behaviour with the individual.
    - Inform the individual clearly what about their behaviour needs to change.
    - Discuss any support that the individual may require in order to achieve the proper standards of behaviour.
    - allow the individual the opportunity to respond to the concern in their own words.
- The DSL will ask the individual to re-read the Staff Code of Conduct and the Professional Boundaries with Pupils Policy depending on the nature of the concern.
- The DSL and the headteacher will consider whether the individual should receive guidance, supervision or any further training.
- Where considered appropriate in the circumstances, the headteacher will develop an action plan, with input from the individual, that outlines ongoing and transparent monitoring of the individual's behaviour and any other support measures implemented to ensure the staff member's behaviour improves.

- Where it is necessary to undergo an investigation into the behaviour, this will be done discreetly, and information will only be disclosed to individuals on a need-to-know basis.
- Where any pupil or other individual has been made to feel uncomfortable by the individual's behaviour, they will be offered pastoral support, where appropriate.

The headteacher will ensure that all details of the low-level concern, including any resultant actions taken, are recorded and securely stored in line with the Records Management Policy and the Data Protection Policy. The headteacher will ensure that these records are kept organised and up-to-date, and that it is easy to refer back to them if any other concerns are reported about the same individual.

The specific approach to handling low-level concerns will be adapted on a case-by-case basis. It is unlikely that a low-level concern will result in disciplinary procedures; however, individuals may be given warnings in line with the Disciplinary Policy and Procedure where behaviour does not improve once it is brought to their attention. Where behaviour does not improve over a longer period of time, the concerns will be escalated and dealt with in line with the Allegations of Abuse Against Staff Policy.

Where the concern is serious

The headteacher may decide upon evaluation that a concern is more serious than the reporter originally thought, e.g. when viewed in conjunction with other evidence or other concerns made about the same individual. Where this decision is made, the concern will be escalated and dealt with as an allegation. The headteacher will then follow the procedures laid out in the Allegations of Abuse Against Staff Policy.

Record Keeping

The school will retain all records of low-level concerns, including those that were found to be unfounded. The headteacher will ensure that all records include the most accurate and up-to-date information and will store them in a low-level concerns file. The headteacher will ensure that all low-level concerns are stored together, in an organised and consistent manner, to ensure they can be easily reviewed and analysed where necessary.

Records will include:

- A clear and comprehensive summary of the concern.
- The context in which the concern arose.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached, and the outcome.
- The name of the individual sharing concerns – if the individual wishes to remain anonymous, this will be respected as far as reasonably possible.
- The rationale for decisions made regarding any concerns.

The DSL will periodically review the recent low-level concerns made to ensure that they are being appropriately dealt with and to check for any concerning behaviour patterns amongst the staff cohort as a whole. The DSL will keep records of these reviews.

Where any concerning patterns of behaviour have been identified with regard to a member of staff, the DSL will consult with the headteacher to decide on a course of action. Where a pattern of behaviour has become so concerning that it meets the harms threshold, this will be referred to the LADO as soon as practicable.

Records of low-level concerns will not be kept in the personnel file of the individuals to whom the concerns pertain, unless there have been multiple low-level concerns made about the same individual. Where a concern is thought to be serious and is processed as an allegation, records of this will be kept in staff personnel files. Where multiple low-level concerns have been made about the same individual, these will be kept together, and in chronological order.

Where an allegation is made about an individual who has previously been subject to such allegations, or where a low-level concern is reclassified as a serious concern after meeting the harms threshold, all records of low-level concerns about that individual will be moved to the staff personnel file and kept alongside records of the allegation.

In line with the Data Protection Policy, records will be kept confidentially and held securely to comply with the Data Protection Act 2018 and the UK GDPR. The Trust will consider how long information needs to be retained; however, it will be retained at least until the individual leaves their employment.

When providing employment references, the Trust will ensure that any information provided confirms whether they are satisfied with the applicant's suitability to work with children, and only provide the facts of any substantiated safeguarding concerns or allegations, including a group of low-level concerns about the same individual, that meet the harm threshold. Any repeated low-level safeguarding concerns or allegations which do not meet the harm threshold which have been found to be false, unfounded, unsubstantiated, or malicious will not normally be included in any reference.

The headteacher will decide in exceptional circumstances if a reference cannot be provided or if certain questions asked by the prospective employer cannot be answered, with HR advice sought when appropriate.

Digital Devices Policy

'We seek to ensure that all our children learn and thrive in an environment completely free from the fear of intimidation by others.'

Reviewed September 2026

Next Review due September 2027

Contents

1. Definition of terms used in the policy
2. Policy overview
3. Relevant Legislation and Guidance
4. Roles and Responsibilities
5. Use of mobile phones by staff and volunteers, including directors and governors
6. Use of mobile phones by pupils
7. Use of mobile phones by parents/carers and other visitors
8. Use of Photography and Images
9. Use of Social Media

1. Definitions

For the purpose of this policy, the following definitions are used

Mobile phone - phones and any other device capable of recording, messaging, calling or accessing the internet, including smart watches, other wearables and tablets.

Social media - all technologies that allow individuals to communicate and share information (including photos and video). This includes specific applications such as Facebook, X, Instagram, Threads etc. but also, games, for example Minecraft, Roblox, Fortnight, and video sharing platforms such as You Tube which have social media elements to them. The policy also applies to personal web pages, personal space provided by internet providers and any other internet presences which make available personal information (including images) and opinions to the general public.

Photography and Images – includes videography and covers images captured as digital files by cameras and mobile phones and by analogue devices.

Personal Communications - those made via a personal social media or other personal account

Professional Communications - those made through official channels, posted on a Trust or school account, or using the Trust or school name.

2. **Policy Overview**

As a Trust, with members which are Church of England Schools, this policy reflects the Christian values of honesty, compassion, respect, and encouragement. We seek to ensure that all our children learn and thrive in an environment completely free from the fear of intimidation by others.

The purpose of this policy is to:

- Protect pupils from harm linked to mobile, smart, digital and photographic technology
- Maintain high standards of behaviour and focus for learning
- Provide clear expectations for staff, directors, governors, volunteers, pupils, parents and visitors
- Reduce risks associated with recording, messaging, internet access and social media
- Ensure professional conduct and safeguarding compliance

3. **Relevant Legislation and Guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Mobile Phones in Schools 2026
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- Keeping Children Safe in Education 2026
- UK General Data Protection Regulations
- Data Protection Act 2018
- The Data (Use and Access) Act 2025
- Human Rights Act 1998

- The policy should be read in conjunction with the following related policies
  - Child Protection and Safeguarding Policy
  - Staff and Governance Codes of Conduct
  - School Behaviour Policy
  - Acceptable use agreements

4. **Roles and Responsibilities**

- Staff are responsible for complying with and consistently enforcing this policy.
- Volunteers are responsible for complying with this policy and to alerting a member of staff if they witness, or aware of a breach of the policy.
- Directors are responsible for ensuring that the policy is regularly reviewed and for complying with the policy
- Governors are responsible for complying with this policy and monitoring compliance within their school.
- Parents/carers are responsible for complying with this policy and supporting compliance by their children
- Pupils are responsible for complying with this policy.

It is expected that all schools will have at least one wireless internet network (Wi-Fi). Any staff devices that are not supplied directly by the Trust should only access the guest Wi-Fi network

5. **Use of mobile phones by staff and volunteers, including directors and governors**

5.1 **Personal Phones**

- Staff and volunteers are not permitted to use their personal mobile phone for personal business while children are present.
- Use is defined as making or receiving calls or personal messages, accessing social media or notifications
- Personal phones and other devices may only be connected to the premises' guest wireless internet network.
- Phones must be on silent (or switched off) and stored out of sight during the school day.
- Use is only permitted during staff non-contact time in staff-only areas

Emergency messages should ordinarily be directed via the school office. Where staff need access to their phone due to a specific personal circumstance (e.g. medical need, or urgent family situation), this must be agreed in advance with the Headteacher or line manager.

5.2 Phones for work purposes

While some members of staff are provided with a mobile phone by the Trust or its schools for work purposes, others with a community contact role such as Designated Safeguarding Leads (DSLs), Parent and Family Support Advisers (PFSAs) and Senior Leaders may be required to use their personal phones for work purposes.

Staff must:

- As far as is practicable, avoid the use of mobile phones in the presence of children.
- Only use phone functions for work purposes, including making/receiving calls, sending/receiving emails or other communications, or using the internet
- Ensure that communication or conduct linked to the device is appropriate and professional at all times, in line with the staff code of conduct
- Secure the device with a password, PIN or biometric lock
- Ensure notifications are not visible to pupils

Only authorised staff are permitted to use Trust/school phones, and access to the phone must not be provided to anyone without authorisation. Any misuse should be reported immediately.

6. Use of Mobile Phones by Pupils

Schools are required to publish details of their policy on the use of mobile phones. PPAT schools may choose to draw parents' attention to this annex when sharing the Child Protection policy, adapt sections 6 and 7 as a standalone document or adapt section 6 as part of their behaviour or on-line safety policy.

6.1 During the school day

The Trust has adopted a "not seen, not heard, not used" approach to the use of mobile phones by pupils during the school day. This includes before school, during lessons, in the times between lessons, at break/lunch times and during enrichment activities. If parents need to contact their child during the school day; messages should be directed via the school office.

The term mobile phone includes phones and any other device capable of recording, messaging, calling or accessing the internet, including smart watches, other wearables and tablets.

The Trust recommends that pupils do not bring a mobile phone to school at all but recognises that some pupils who travel independently to and from school may need a phone for safety. In such cases:

- Written permission from parents/carers must be provided
- Phones must be switched off on arrival
- Phones must be handed in for secure storage
- A record of devices handed in will be kept
- Devices remain the pupil's responsibility; the Trust accepts no liability for loss or damage

Phones must not be used on school trips, visits or residentials unless explicitly authorised by the school.

Schools may permit pupils to use a mobile phone in school, due to exceptional circumstances, these will be considered on a case-by-case basis. To request such permission, parents/carers should contact the Headteacher.

If any pupil uses a mobile phone in breach of this policy:

- The device will be confiscated and stored securely
- Parents/carers will be required to collect the device
- Permission to bring a phone to school may be withdrawn
- Behaviour sanctions may be applied in line with the schools' Behaviour Policies

Smart watches are permitted at the discretion of the Head Teacher. These will be checked for capabilities such as online access, camera, messaging etc. If the Head deems the watch to be used exclusively for the process of telling the time and the pupil understands this, it will be permitted. No wearables with a camera will be permitted.

6.2 **Outside of the school day**

In line with DfE behaviour guidance, the Trust reserves the right to act where mobile phone use outside school:

- Leads to bullying, intimidation or harassment of pupils or staff
- Causes disruption or safeguarding concerns within schools
- Involves inappropriate images, messages or online conduct

Senior leaders may search a pupil's device, where lawful and reasonable, if there is suspicion it contains:

- Indecent images
- Evidence of bullying or harassment
- Material relating to a criminal offence or safeguarding concern

Serious incidents may involve external agencies, including the police. Examples of serious misuse include:

- Sharing indecent images (sexting)
- Online threats or harassment
- Discriminatory or abusive messages
- Filming or photographing others without consent

7. **Use of mobile phones by parents/carers and other visitors**

The Trust recognises that mobile phones are an essential part of modern life, but for reasons of safeguarding, all visitors are required to

- Keep their mobile phone on silent/vibrate while on Trust schools' grounds
- Use the school office as the point of contact should they need to get in touch with their child during the day

Visitors should not:

- Use phones where pupils are present or where pupils have access
- Use their phones or other devices to take photographs or recordings of pupils or staff

Parent/carers may take photographs of their own child at public events such as a school fair, performances or sports day provided that:

- The photographs and recordings are for personal use only
- No images capturing other children are shared online without express consent

Please note commercial copyright in a dramatic performance or musical will normally exclude any audio or video recording by the public. Schools should check the full licensing details prior to any performance. In the event of copyright limitations, parents and their guests will be informed that recording is forbidden. Parental photography must not include any child whose parent has refused consent for any reason. This may necessitate the school offering photography opportunities before or after the event of those who are authorised to be involved and restricting all other recording

8. **Use of photography and images**

Photography and videography in schools is subject to the Data Protection Act 2018 regarding the rights of individuals to have information of a personal nature treated in an appropriate manner and the Human Rights Act 1998, protecting the privacy of individuals and families.
As well as these statutory rights, restrictions on photography arise from issues of safeguardi ng and copyright in performances.

8.1 **Use by the Trust**

Photographs of Children

There are occasions when the Trust may wish to capture video or photographs of pupils at its schools. This may be for educational purposes or for use on its websites, in printed materials and social media. The written permission of parents/carers will always be sought and those who do not wish for their children's images to be used in these capacities, for any reason, may state this on the consent form.

If there is a disagreement over consent, or if a parent does not respond to a consent request, it will be treated as if consent has not been given and photos and videos will not be taken or published of the pupil without consent.

All parents will be entitled to withdraw or change their consent at any time during the school year. Parents who wish to withdraw their consent must notify the school in writing.

Where parents have opted out, the Trust will take steps to ensure their child's image is not identifiable in any of its materials.

For educational Aims

Staff are allowed to take digital/video images, to support educational aims

- Photographs taken by staff on school visits may be used in the curriculum and displayed within the school or at parents' evenings to illustrate the work of the school except in cases where the parent/carer has opted their child out.
- Copyright and use of photographs is carefully controlled by and retained safely by the school and by PPAT.
- Photographs held by the school must be annotated with the date on which they were taken and stored securely.
- Photographs taken for internal classroom curricular, assessment, security, registration, training and development or travel reasons will not be used for other purposes.
- When photographs are no longer needed for educational purposes, they must be deleted including from any residual or cloud attached storage that may keep a record of the image following the deletion on a local device.
- It is best practice for staff to delete images immediately following their transfer to a secure school platform and to do so with another member of staff present to verify the deletion.

Early Years Foundation Stage (EYFS)

- Photographs will be taken during indoor and outdoor play for display in albums or development records for parents to look through
- Other children may be visible in the background
- Public events, such as sports day, may also be recorded by both staff.

Promotional Materials

The Trust may wish to capture video or photographs of pupils at its schools for use on its websites, in printed materials and social media. The written permission of parents/carers will always be sought and those who do not wish for their children's images to be used in this capacity, for any reason, may state this on the consent form.

Where parents have opted out, the Trust will take steps to ensure their child's image is not identifiable in any of its materials.

The Trust will follow the UK Safer Internet Centre's guidance on image guidance for education settings.
Pupils' full names will not be used anywhere on a website or blog, particularly in associat ion with photographs.

8.2 **Photography by and of School Staff**

Photographs by and of staff members may be used by the schools and in PPAT promotional materials. Staff members also have the right to opt out of these uses but must inform the schools Head teacher in writing.

8.3 **Photographs by other Authorised Agencies**

The involvement of other agencies can only be authorised by the Head teacher or CEO.
Other agencies may include:

- Reputable commercial photographers. The law allows them to retain the copyright of the photographs they take. This applies to class or group photographs; parents will receive the contact details of the agency used for these photographs
- The press and other media. Copyright rests with the photographer.

8.4 **Photography by Parents/carers**

Parent/carers may take photographs/recordings of their own child at public events such as a school fair, performances or sports day provided that:

- The photographs and recordings are for personal use only
- No images capturing other children are shared online without express consent
- No copyright is infringed
- There is no interference with opportunities for other pupils' participation in the event or any effect on the health and safety of pupils and others

8.5 **Photography by pupils**

Pupils are not expected to have or use phones for any purpose. There may however be isolated occasions where a pupil's personal device may be permitted at the expressed permission of the headteacher such as an end of year photograph. It is good practice to record such incidents as the trust's position remains clear that these are the exception to the rule that no pupil is expected to have or to use a phone for school purposes.

On occasions when mobile phones are permitted, Pupils may wish to photograph each other. Staff will:

- Maintain the supervision and management control expected in their "duty of care" role
- Educate pupils about acceptable behaviour when photographing peers
- Confiscate the devices of pupils who do not follow instructions and secure them securely until they can be handed over to parents.

9. **Use of Social Media**

PPAT respects privacy and understands that staff, volunteers, and pupils may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional standards of the Trust and its schools or on their reputation are within the scope of this policy. In all cases, where any personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.

Staff must not link their own sites to the Trust or to their school's website or use the Trust's or their school's or any other identifiers on their personal web pages.

Personal communications which do not refer to or impact upon the school are outside the scope of this policy.

All professional communications are within the scope of this policy.

Digital communications with pupils are also under regular consideration. If PPAT decides to implement individual school social media accounts in the future, staff will be permitted to use this to communicate with learners for teaching and learning purposes but must consider whether this is appropriate and understand the potential implications of doing so.

Process for creating social media accounts.

The Trust community is encouraged to consider if a social media account will help them in their work. Anyone wishing to create such an account must present a business case to their School Senior Leadership Team (SLT) or, in the case of the central team, to the Chief Executive Officer, which covers the following points:

- The aim of the account
- The intended audience
- How the account will be promoted
- Who will run the account (at least two staff members should be named)
- Who will be able to contribute content to the account
- Will the account be open or private/closed?

Following consideration by the SLT an application will be approved or rejected. In all cases, the SLT must be satisfied that anyone running a social media account on behalf of the Trust or school has read and understood this policy and received appropriate training. This also applies to anyone who is not directly employed by the Trust or school, including volunteers or parents.

Legal considerations

- Users of social media should consider the copyright of the content they are sharing and, where necessary, should seek permission from the copyright holder before sharing.
- Users must ensure that their use of social media does not infringe upon relevant data protection laws, or breach confidentiality.

Monitoring posts about the school

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school.
- The school should effectively respond to social media comments made by others according to a defined policy or process.
- In the event of any offensive or inappropriate comments being made, the school will ask the person responsible to remove the post and invite them to discuss the issues in person.

Behaviour

- The school requires that all users using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.
- Digital communications by staff must be always professional and respectful and in accordance with this policy. Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff. School social media accounts must not be used for personal gain. Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the school.
- Staff must not 'friend', 'follow' or otherwise contact pupils through their personal social media accounts. If pupils attempt to 'friend' or 'follow' a staff member, they will report this to the Designated Safeguarding Lead.
- Staff and volunteers should report any pupil-initiated communication with their personal accounts to the Designated Safeguarding Lead.
- Users must declare who they are in social media posts or accounts. Anonymous posts are discouraged in relation to school activity.
- Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the school and will be reported as soon as possible to a relevant senior member of staff and escalated, where appropriate, under the Trust Disciplinary Policy.
- Conduct that raises safeguarding concerns will be reported to the local authority designated officer (LADO).
- The use of social media by staff while at work may be monitored, in line with school policies. The school permits reasonable and appropriate access to private social media

sites. However, where excessive use is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken.

- The school will take appropriate action in the event of breaches of the social media policy. Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police and other relevant external agencies and may take action according to the disciplinary policy.
- If a journalist makes contact about posts made using social media, staff must follow this policy before responding.

Handling abuse

- When acting on behalf of the Trust or its schools, manage offensive comments swiftly and with sensitivity.
- If a conversation turns and becomes offensive or unacceptable, Trust and school users should block, report, or delete other users or their comments/posts and should inform the audience exactly why the action was taken.
- If you feel that you or someone else is subject to abuse by colleagues through use of a social networking site, then this action must be reported using the agreed school protocols.

Tone

The tone of content published on social media should be appropriate to the audience, whilst retaining appropriate levels of professional standards. Key words to consider when composing messages are:

- Engaging
- Conversational
- Informative
- Friendly (on certain platforms, e.g. Facebook, WhatsApp, Instagram and TikTok)

Use of images

School use of images can be assumed to be acceptable, providing the following guidelines are strictly adhered to.

- Permission to use any photos or video recordings should be sought in line with this policy. If anyone, for any reason, asks not to be filmed or photographed then their wishes should be respected.
- Under no circumstances should staff share or upload student pictures online other than via school owned social media accounts
- Staff should exercise their professional judgement about whether an image is appropriate to share on school social media accounts. Pupils should be appropriately dressed, not be subject to ridicule and must not be on any school list of children whose images must not be published.
- If a member of staff inadvertently takes a compromising picture which could be misconstrued or misused, they must delete it immediately.

Safeguarding

- Any disclosures made by pupils to staff about online abuse, harassment or exploitation, whether they are the victim or disclosing on behalf of another child, will be handled in line with the Child Protection and Safeguarding Policy.
- Concerns regarding a staff member's online behaviour will be reported to the headteacher or CEO, who will decide on the best course of action in line with the relevant policies, e.g. the Staff Code of Conduct, Allegations of Abuse Against Staff Policy, and Disciplinary Policy and Procedures. If the concern is about the headteacher, it will be reported to the chair of governors.
- Concerns regarding a pupil's online behaviour will be reported to the DSL, who will investigate any concerns with relevant staff members, e.g. the headteacher and ICT technicians, and manage concerns in accordance with relevant policies depending on their nature, e.g. the Behaviour Policy and Child Protection and Safeguarding Policy.
- Where there is a concern that illegal activity has taken place, the headteacher will contact the police. The Trust will avoid unnecessarily criminalising pupils, e.g. calling the police, where criminal behaviour is thought to be inadvertent and as a result of ignorance or normal developmental curiosity, e.g. a pupil has taken and distributed indecent imagery of themselves. The DSL will decide in which cases this response is appropriate and will manage such cases in line with the Child Protection and Safeguarding Policy.

- As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents what systems the school uses to filter and monitor online use. The school will also make it clear to parents what their children are being asked to do online for school. including what platforms, they will be asked to access and who from the school, if anyone, they will be interacting with online.

Appendix A

Managing your personal use of social media and the internet:

- "Nothing" on social media is truly private.
- Social media can blur the lines between your professional and private life. Don't use the school logo and/or branding on personal accounts.
- Check your settings regularly and test your privacy.
- Keep an eye on your digital footprint.
- Keep your personal information private.
- Regularly review your connections – keep them to those you want to be connected to
- When posting online consider; Scale, Audience and Permanency of what you post.
- If you want to criticise, do it politely.
- Take control of your images – do you want to be tagged in an image? What would children or parents say about you if they could see your images?
- Remember the Keeping Children Safe in Education guidance suggests that schools and colleges might want to consider an online search as part of their due diligence of shortlisted candidates.
- Know how to report a problem.

Managing school social media accounts

- Don't make comments, post content or link to materials that will bring the school into disrepute.
- Don't publish confidential or commercially sensitive material.
- Don't breach copyright, data protection or other relevant legislation.

- Consider the appropriateness of content for any audience of school accounts, and don’t link to, embed, or add potentially inappropriate content.
- Don’t post derogatory, defamatory, offensive, harassing, or discriminatory content.
- Don’t use social media to air internal grievances.