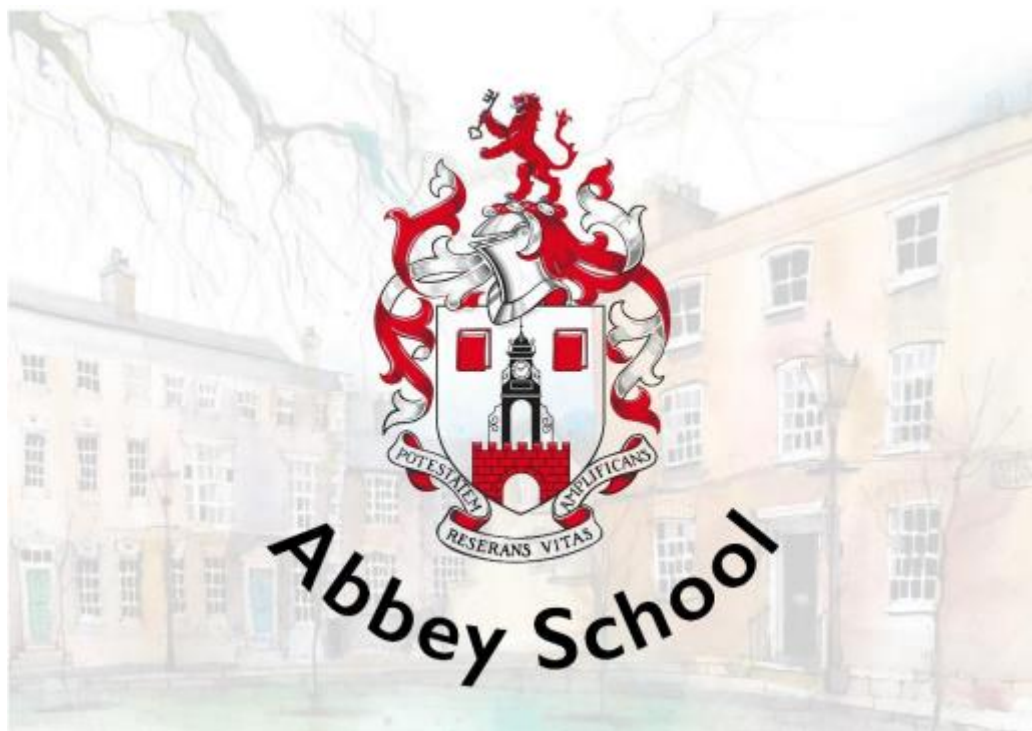




Safeguarding Children and Young People in Education **POLICY AND PROCEDURES**

Version number	7.0	Date	August 2026
Approved by	Senior Leadership Team	Date	
Last reviewed on	Summer 2026		
Next review due by	Summer 2027		

Other relevant policies:

Code of Conduct

Countering Bullying (including cyberbullying) Policy

Intimate Care Policy

Attendance Policy

Acceptable Use of ICT Policy

Whistleblowing Policy

Behaviour Policy

Positive Handling Policy

Administering Medication Policy

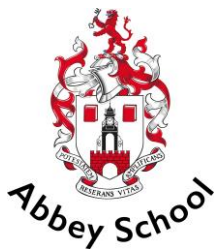
Online Safety Policy

Health and Safety Policy

Dignity at Work Policy

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I. Introduction

What is the difference between Safeguarding and Child Protection? Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children are growing 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 a core part of safeguarding and promoting welfare. It refers to the activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm. Effective child protection is essential as part of wider safeguarding work. Safeguarding is everyone's responsibility and all staff should maintain an attitude of "it could happen here". There are six main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness and understanding of safeguarding and child protection.
- Equipping children with the skills needed to keep themselves safe.
- Developing and implementing procedures for identifying, recording and reporting concerns.
- Supporting pupils who have experienced abuse, neglect, or exploitation.
- Establishing a safe, inclusive environment in which children can learn and develop.

I.1. School Commitment

Abbey School is committed to creating and maintaining a safe, inclusive environment for children and young people, identifying welfare concerns and taking appropriate action in partnership with families and other agencies. The welfare of children is paramount and safeguarding and promoting the welfare of children is everyone's responsibility. The school promotes a strong safeguarding culture where children are listened to, concerns are taken seriously and staff are encouraged to maintain professional curiosity, always share concerns promptly and act in the best interests of children.

This policy reflects the procedures of the [Cheshire West and Chester Safeguarding Children Partnership](#) and is informed by *Working Together to Safeguard Children 2026* and *Keeping Children Safe in Education 2026*. The school recognises that safeguarding concerns can arise both inside and outside school, including online.

- Through the curriculum, pastoral support and wider school culture, pupils are supported to develop their understanding of how to keep themselves safe, build resilience and seek help when needed. As a specialist provision for pupils aged 4-19, the school also recognises its safeguarding responsibilities towards learners aged 18-19. Where appropriate, safeguarding arrangements will take account of adult safeguarding duties, including consideration of consent, mental capacity, best interests decision-making and relevant referral pathways.

The school fulfils its safeguarding responsibilities in accordance with legislation and statutory guidance including, but not limited to:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- The Education (Independent School Standards) Regulations 2014
- The Children Act 1989 and 2004
- The Care Act 2014

- The Mental Capacity Act 2005
- The Children and Families Act 2014
- The Equality Act 2010
- The Domestic Abuse Act 2021
- The Counter-Terrorism and Security Act 2015 (Prevent Duty)
- The Online Safety Act 2023
- The Data Protection Act 2018 and UK GDPR

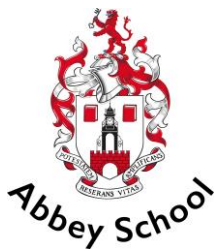
Please see Appendix 8 for the full legislative framework and related statutory guidance.

These duties are listed below:

1.2. Duties

To provide a safe environment, the Proprietor, Principal and Senior Leadership Team will:

- Promote a strong safeguarding culture where the welfare of children is paramount and safeguarding is everyone's responsibility.
- Ensure children feel safe, are listened to, know how to raise concerns and are confident that concerns will be taken seriously.
- Create an environment where staff feel supported to raise concerns, exercise professional curiosity and challenge appropriately where they believe a child may be at risk.
- Ensure effective working relationships with families, Family Help services, safeguarding partners and other relevant agencies to secure the right help at the right time.
- Ensure robust safeguarding, child protection, behaviour, attendance, online safety, whistleblowing and allegations management procedures are implemented and regularly reviewed.
- Ensure the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are appropriately trained and supported to carry out their roles. DDSLs will receive the same level of safeguarding training as the DSL and, whilst the ultimate lead responsibility remains with the DSL, are trained to undertake safeguarding activities in the absence of the DSL.
- Ensure all staff receive appropriate safeguarding training, updates and supervision relevant to their role.
- Ensure safeguarding issues are identified, recorded, shared and responded to appropriately and in accordance with local and national guidance.
- Ensure effective arrangements are in place to safeguard children both online and offline, including appropriate filtering and monitoring systems.
- Provide a curriculum, including PSHE and RSE, which helps children recognise risks, develop resilience, understand healthy relationships and stay safe, including online, as is appropriate to their age, stage of development and level of understanding.
- Promote pupil wellbeing, health, attendance and safety and provide appropriate support for vulnerable pupils, recognising that children who are absent from education, particularly persistently or for prolonged periods, may be at increased risk of safeguarding concerns.
- Take all reasonable steps to prevent and respond to bullying, discrimination, harassment, exploitation, radicalisation, abuse and neglect.
- Work with relevant agencies regarding children missing education, child criminal exploitation, child sexual exploitation, serious violence, county lines, substance misuse, mental health concerns and safeguarding risks within the community.
- Ensure allegations, low-level concerns and concerns regarding adults working in or on behalf of the school are managed in accordance with statutory guidance and local procedures.



- Ensure information is shared appropriately and in a timely manner, recognising that data protection legislation does not prevent information sharing where this is necessary to safeguard and promote the welfare of children.
- Ensure all staff understand and can access the school's whistleblowing procedures and that this applies to safeguarding referrals and that the effects of PIDA (public interest disclosure act) will be properly respected.

1.3 Safeguarding Children – Referral Procedure

This procedure is mandatory for all staff, all volunteers and for any visitor to the school who receives a disclosure of abuse or identifies or witnesses any safeguarding concern.

All adults in charge of or in contact with children or young people should know what to do if they suspect that a pupil or student is being physically, emotionally, or sexually abused, neglected, or radicalised, or if someone tells them that this is happening.

Ensure that you are familiar with this Safeguarding policy; copies of which are located on the school network drive and the School Website. On request you will be provided with a printed copy. There are also quick guides to the referral procedure and a reporting flow chart in laminated copy in every office.

In addition, the following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Safeguarding Lead Kirsty Keyburn, or the Deputy Safeguarding Lead Gareth Howarth. at your earliest opportunity but ideally within an hour and without fail on the same working day. In the absence of Kirsty Keyburn as DSL and Gareth Howarth as DDSL, Katy Lee and Kelly Holloway are DSL trained to support staff and receive reports.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?" The reason for this is that in a number of safeguarding cases a criminal offence may have been committed, and the Police must be able to interview according to their standards. Leading questions asked by people other than a police officer may impair the evidence gathering process and prevent a prosecution being successful. See 7 below.
5. Immediately tell the Designated Senior Lead for safeguarding unless they are the subject of the accusation. Don't tell other adults, friends or young people what you have been told. If someone has made an accusation to you about the Principal, you should report your concerns to the Chair of the Advisory body Dr. Julie O'Sullivan Chair@abbeyschool.com
6. Discuss with the Designated Senior Lead for safeguarding whether any immediate steps need to be taken to protect the person who has told you about the abuse.
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Children's Social Care and police officers are the people who have the authority to do this. You could cause more damage and endanger possible criminal proceedings. It is your duty to refer concerns on, not investigate.

8. As soon as possible (and certainly the same day) the Designated Lead for safeguarding should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm. Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job. In the case of an allegation against an adult that works with children, the Principal, or the Chair Julie O'Sullivan where the allegation is against the Principal, should refer the matter to The Local Authority Designated Officer (LADO).

9. Never think abuse is impossible in your organisation or assume that an accusation against someone you know well, and trust is bound to be wrong.

10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore, you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

11. Record your concern on the system provided by school. Your designated safeguarding lead officer (DSL) or deputy will assist you if required.

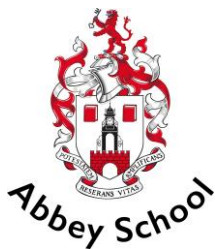
2. Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements.
- All staff will have awareness that factors outside of school, between children and outside of their families could contribute to abuse taking place, with active consideration of these risks.
- Involving parents and providing advice/guidance regarding safeguarding, excepting where to do so in a given case may be contrary to the welfare of the child.
- Supporting and engaging with parents who may be facing challenging circumstances.
- Maintaining a child centred focus and listening to children. Recognising signs of concern, especially with children who may be vulnerable.
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard and by ensuring these records follow the child throughout their educational career.
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies.
- Informing all staff and volunteers who the Designated and Deputy Designated Safeguarding Leads for the school are.
- All staff aware of systems within the school that support safeguarding which includes providing access to associated policies at induction.
- Providing PSHE/RSE including raising awareness with children in what are and are not acceptable behaviours.

PSHE/RSE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online.
- Recognising and managing risks in different situations, including on the internet.
- Judging what kind of physical contact is acceptable and unacceptable.
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being.
- Developing effective ways of resisting pressure.



- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur.

Our school's arrangements for consulting with and listening to pupils are:

- Pupil voice toolkit
- Building trusted relationships with pupils to facilitate communication
- Available and familiar staff in each classroom.
- Staff across school with relevant training including our OT and SALTs.
- A middle management team including Phase Leads, Allied Health Lead and Senior Behaviour Analysts who are not class based, as additional key people for pupils to speak to with oversight of effectiveness of support placed in and interventions
- Assistant Principal and assisted by our Pastoral and Child Protection Officer with responsibility for pupil welfare (not class based) is able to support, advise when necessary.
- Our Transdisciplinary team including middle management who are key partners as part of the welfare team.
- School council

We make pupils aware of these arrangements by talking to pupils in class, circle time, form time.

1.3. The roles and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

An appropriate member of the Senior Leadership Team has been appointed as the Designated Safeguarding Lead (DSL). The DSL has lead responsibility for safeguarding and child protection across the school and has the status, authority, time, training and resources necessary to carry out the duties of the role effectively. This includes responsibility for online safety and oversight of the school's filtering and monitoring arrangements.

Designated Safeguarding Lead (DSL)

Kirsty Keyburn

Assistant Principal – Pastoral and Welfare

Safeguarding oversight is provided by:

Andy Lusk DipSW, CQSW, MSc

Advisory Body Member with Responsibility for Safeguarding

Deputy Designated Safeguarding Lead (DDSL)

Gareth Howarth

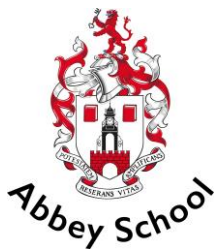
Pastoral and Child Protection Officer

In the absence of the DSL, safeguarding leadership is additionally supported by:

- Katy Lee, Executive Principal (DSL trained)
- Kelly Holloway, Head of School (DSL trained)

The Designated Teacher for looked after and previously looked after children is **Rachel Bruce**. The safeguarding team works closely together to promote the safety, welfare and educational progress of all pupils.

The school will ensure that a suitably trained member of the safeguarding team is available during school hours to receive and respond to safeguarding concerns without delay.



Whilst the school follows the procedures and guidance of the Cheshire West and Chester Safeguarding Children Partnership as its host safeguarding partnership, the school recognises that many pupils are placed by and reside within other local authority areas. The school will work collaboratively with placing authorities, home local authorities, Children's Social Care services, Adult Social Care services and safeguarding partners to ensure concerns are managed in accordance with relevant local safeguarding arrangements and the needs of the child.

Members of the safeguarding team may also hold additional safeguarding specialisms, including Family Help, attendance, exploitation, online safety, looked after children, mental health and vulnerable learners.

Responsibilities

The DSL and DDSLs will:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Act as a source of safeguarding advice, support and expertise for staff.
- Promote a strong safeguarding culture in which children are listened to, concerns are taken seriously, staff maintain professional curiosity and safeguarding is regarded as everyone's responsibility.
- Ensure safeguarding concerns are identified, recorded, monitored and responded to appropriately.
- Ensure the voice of the child is heard and considered within safeguarding decision-making.
- Refer concerns to Children's Social Care, Family Help services, Adult Social Care, the police or other appropriate agencies where required.
- Liaise effectively with placing authorities, home local authorities and partner agencies to safeguard and promote the welfare of pupils.
- Contribute to assessments, plans and multi-agency safeguarding arrangements.
- Ensure the appropriate sharing of information with relevant professionals in accordance with safeguarding, information-sharing and data protection requirements.
- Maintain accurate, confidential and secure safeguarding records.
- Ensure safeguarding information is transferred promptly, securely and separately from the main pupil file when a child moves setting.
- Keep the Principal informed of safeguarding issues and investigations, as appropriate.
- Ensure appropriate safeguarding cover is available at all times.

Where concerns relate to a member of staff, volunteer, contractor, supply staff or other adult working with children, the school's procedures for managing allegations and low-level concerns will be followed, including consultation with the Local Authority Designated Officer (LADO) where appropriate.

2.1 Raising Awareness

The DSL will:

- Ensure the Safeguarding and Child Protection Policy is reviewed at least annually and updated when necessary to reflect changes in legislation, statutory guidance and local safeguarding arrangements.
- Ensure safeguarding policies and procedures are publicly available.
- Promote awareness of safeguarding responsibilities, local procedures, emerging risks and national guidance.
- Cascade safeguarding advice, learning and updates received through local safeguarding partnerships, government guidance and safeguarding reviews.
- Ensure safeguarding records are transferred promptly and securely when a pupil moves to another setting.
- Work with the Advisory Body, Proprietor and wider leadership team to promote effective safeguarding practice throughout the school.

2.2 Training

The DSL and DDSs will undertake appropriate safeguarding and child protection training, which will be regularly updated and completed at least every two years in accordance with local safeguarding partnership expectations. This training will provide them with the knowledge and skills required to carry out their roles effectively.

The DSL and DDSs will maintain an understanding of:

- Local safeguarding arrangements and referral pathways.
- Family Help, early intervention and child protection processes.
- Attendance safeguarding, including children missing or absent from education.
- Multi-agency working arrangements.
- Child criminal exploitation, child sexual exploitation and contextual safeguarding.
- Domestic abuse, harmful sexual behaviour and child-on-child abuse.
- Mental health, wellbeing and the impact of trauma and adversity.
- Online safety, including filtering and monitoring, artificial intelligence (AI), misinformation, disinformation and emerging technologies.
- Safeguarding children and young people with SEND.
- Information sharing and data protection responsibilities.
- Adult safeguarding responsibilities for learners aged 18–19, where applicable.

In addition to formal training, the DSL and DDSs will update their knowledge and skills regularly, and at least annually, through safeguarding briefings, professional networks, local safeguarding updates and continuing professional development activities.

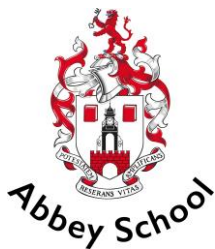
The DSL and DDSs will ensure that all staff, volunteers, members of the Advisory Body, the Proprietor and leaders with safeguarding oversight responsibilities receive appropriate safeguarding and child protection training, including online safety training, as part of induction and through regular updates thereafter.

All staff will receive safeguarding and child protection updates, including online safety updates, as required and at least annually.

All staff are required to read and understand Part One of Keeping Children Safe in Education (KCSIE) 2026 and will confirm this in accordance with the school's safeguarding arrangements.

All staff, volunteers, members of the Advisory Body, the Proprietor and leaders with safeguarding oversight responsibilities will receive safeguarding induction appropriate to their role. This will ensure they:

- Understand the school's safeguarding culture, policies and procedures.
- Know the identity and role of the DSL and DDSs.
- Understand their responsibility to safeguard and promote the welfare of children.
- Recognise indicators of abuse, neglect, exploitation and harm.
- Understand the additional vulnerabilities and safeguarding needs of children and young people with SEND.
- Recognise concerns relating to attendance, wellbeing, behaviour, presentation and welfare.
- Recognise indicators of child criminal exploitation, child sexual exploitation, radicalisation, domestic abuse, online harm, self-harm and mental health concerns.
- Understand the importance of professional curiosity and the voice of the child.
- Know how to record and report concerns promptly and appropriately.
- Understand allegations management and low-level concerns procedures.
- Understand confidentiality, information sharing and data protection principles.



- Know how to raise concerns regarding the conduct of adults working within the school, including through the Whistleblowing Policy.

All staff should be aware that safeguarding and promoting the welfare of children is everyone's responsibility and that they have a responsibility to provide a safe environment in which children can learn, develop and thrive. Staff should maintain an attitude of "*it could happen here*" where safeguarding is concerned and should always act in the best interests of the child.

3. Roles and Responsibilities of the Principal

The Principal will ensure that:

- The policies and procedures adopted by the Proprietor and Advisory Board are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child.
- Enough resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including undertaking the Lead Professional role in Family support where required, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- They personally, along with other senior leaders undertake safer recruitment training to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate and always within one day of the concern being raised.

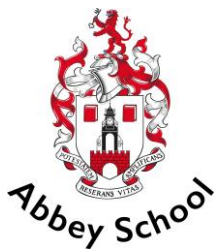
4. Roles and Responsibilities of the Proprietor and the Advisory Body

The Proprietor has overall responsibility for ensuring that the school fulfils its safeguarding and child protection duties. These responsibilities are exercised with the support of the Advisory Body and are operationally delegated to the Principal.

The Advisory Body provides strategic oversight of safeguarding arrangements and supports the Proprietor in ensuring that safeguarding and child protection arrangements are effective and compliant with statutory requirements. A designated member of the Advisory Body will take specific responsibility for overseeing safeguarding and child protection arrangements and will liaise regularly with the Principal and Designated Safeguarding Lead (DSL).

All Advisory Body members will receive appropriate safeguarding and child protection training at induction and regular safeguarding updates thereafter to enable them to fulfil their safeguarding responsibilities effectively. The designated safeguarding Advisory Body member will undertake additional safeguarding training appropriate to their role.

Allegations of abuse made against the Principal will be reported to the Proprietor and Chair of the Advisory Body by the Safeguarding team member who receives that concern and will be referred to the Safeguarding Authority in the same way as any other allegation of abuse by any member of staff. The Whistleblowing policy will apply in full to such a referral as to any other.



The Proprietor with support from the Advisory Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices.
- Enough members of the Advisory Body are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported where required.
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored.
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Principal and Advisory Board Members or the Proprietor and for managing any subsequent disciplinary hearings.
- Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness in line with the Filtering and Monitoring Standards for School and Colleges (updated October 2024) and KCSIE 2026
- A relevant member of the Advisory Body oversees the school's safeguarding arrangements to champion safeguarding issues within the school, to liaise with the Principal/Designated Safeguarding Lead, and to provide information and reports where required to the Proprietor and the Advisory Body.
- The Principal and all staff who work with children will undertake safeguarding and child protection training appropriate to their role. Training will be regularly updated and staff will receive safeguarding updates, including online safety updates, as required and at least annually to provide them with the relevant skills and knowledge to safeguard children effectively.
- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads attend at least a minimum of Level 3 multi-agency course every two years.
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

Virtual school heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils who are, or have been, looked after and/or have a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, social workers, mental health leads and others.

5. Identifying Concerns

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. If concerns are identified, the child may be spoken to in a manner which they understand in order to ascertain whether abuse is occurring and may be done without prior consent from the child's parent/carer because the member of staff has a duty of care under 'loco parentis'. This would also be the case if the child is a witness to the abuse of another child or children e.g. bullying.

It is important to have good knowledge of the child around what is normal in terms of behavioural and physical signs.

Some of the below physical harm signs could be indicators of abuse

Pressure marks, bruising in unlikely places, injuries that form a shape or pattern, scald and burn marks, broken and fractured bones, bite marks, vomiting and drowsiness from poisoning or over medicating, injuries inconsistent with the explanation given.

Some of the below emotional harm signs could be indicators of abuse

Change in behaviour, flinching when touched, inability to recall injuries occurred, excess eager to please, being aggressive or withdrawn, poor attendance, avoiding getting changed for sport or other activities, wearing clothing that covers arms and legs, reluctance to go home, attempts to run away.

5.1 Definitions, Signs, Symptoms and Types of Abuse

A child is defined by the Children Act 1989 as anyone who has not reached their 18th birthday. Safeguarding and promoting the welfare of children means protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse, neglect and exploitation are forms of maltreatment. A child may be abused by an adult or adults, or by another child or children, both online and offline.

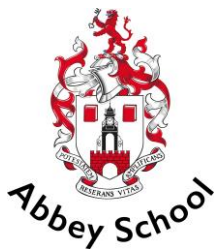
The school recognises that children and young people with Special Educational Needs and Disabilities (SEND) may face additional barriers to recognising abuse, reporting concerns and accessing support. Communication differences, social communication needs, sensory needs, dependency on adults, reduced awareness of risk and online vulnerabilities may increase susceptibility to abuse, neglect, exploitation and child-on-child abuse. Staff should remain professionally curious and consider whether behaviour, presentation or communication may indicate an underlying safeguarding concern.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child (FII). This may also include harm caused through inappropriate, unnecessary or excessive use of restraint.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. This may include conveying that a child is worthless or



unloved, preventing them from expressing their views, exposing them to inappropriate expectations, serious bullying, exploitation, or seeing or hearing the ill-treatment of another.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can occur through physical contact or non-contact activities, including online abuse, sexual exploitation, grooming, the production or viewing of sexual images, sexual harassment and sexual violence. Sexual abuse may be perpetrated by adults or by other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may include failure to provide adequate food, clothing, shelter, supervision, medical care or emotional support.

Domestic Abuse

Domestic abuse can include physical, sexual, emotional, psychological, controlling, coercive, economic or financial abuse and may occur between people aged 16 or over who are personally connected. Children who see, hear or experience the effects of domestic abuse are recognised as victims in their own right and may experience significant and long-lasting impacts on their wellbeing, development and ability to learn.

Child Criminal and Sexual Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child. Exploitation may occur online or offline and may involve violence, threats, intimidation, grooming, sexual activity, criminal activity, county lines activity, financial abuse, forced labour or trafficking.

Indicators may include unexplained gifts, money or possessions, missing episodes, poor attendance, association with older individuals or groups, changes in behaviour, emotional wellbeing, substance misuse, carrying weapons or unexplained injuries.

Children missing education, persistently absent or experiencing barriers to attendance may be at increased risk of abuse, neglect, exploitation, mental health difficulties or other safeguarding concerns. Attendance concerns will always be considered through a safeguarding lens.

Radicalisation and Extremism

The school recognises that radicalisation and extremism are safeguarding concerns. Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups. Staff should report any concerns immediately to the Designated Safeguarding Lead (DSL), who will consider appropriate action, including referral through Prevent or Channel processes where required.

Children with SEND, social isolation, adverse childhood experiences, mental health needs or experiences of exploitation may be particularly vulnerable to grooming and radicalisation.

Honour-Based Abuse, Forced Marriage and Female Genital Mutilation (FGM)

So-called honour-based abuse (HBA), including forced marriage, Female Genital Mutilation (FGM) and abuse linked to family or community expectations, is a form of abuse and must be treated as a safeguarding concern. Staff must follow school safeguarding procedures and seek advice from the DSL immediately if concerns arise.

Teachers remain subject to the mandatory reporting duty for known cases of FGM involving girls under 18 and must report such cases directly to the police whilst also informing the DSL.

Sharing Nudes and Semi-Nudes

The consensual or non-consensual sharing of nude or semi-nude images, videos or live streams by children is a safeguarding issue which can cause significant harm. All incidents will be managed in accordance with current safeguarding procedures and Department for Education guidance, taking a child-centred approach and considering any coercion, exploitation, intimidation or abuse.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between children of any age and sex and may occur online or offline. Abuse may include sexual comments, sexualised bullying, unwanted sexual behaviour, sexual assault, sharing sexual images without consent, coercion, exploitation and upskirting. Such behaviour is never acceptable and will never be dismissed as banter, part of growing up or harmless behaviour.

Children with SEND may be particularly vulnerable to sexual violence, sexual harassment and harmful sexual behaviour and may require additional support to recognise, understand and report concerns.

Child Trafficking and Modern Slavery

Child trafficking and modern slavery are forms of child abuse involving the recruitment, movement, harbouring or exploitation of children for criminal activity, sexual exploitation, domestic servitude, forced labour or other forms of abuse. Because children cannot consent to their own exploitation, any concerns relating to trafficking or modern slavery will be treated as safeguarding matters and referred appropriately.

Child-on-Child Abuse

The school recognises that children can abuse other children, both inside and outside of school and online. Child-on-child abuse will never be tolerated, dismissed as banter, part of growing up or accepted as normal behaviour.

Child-on-child abuse may include bullying (including cyberbullying, prejudice-based bullying and AI-enabled bullying), physical abuse, abuse within intimate relationships, sexual violence, sexual harassment, harmful sexual behaviour, sharing nudes and semi-nudes, upskirting, initiation or hazing behaviours, exploitation and coercive behaviour.

AI-enabled abuse may include the creation or sharing of manipulated or synthetic images, videos or audio recordings, impersonation of others, online harassment or the use of artificial intelligence to threaten, humiliate or exploit others.

All reports of child-on-child abuse will be taken seriously, recorded, risk assessed and managed in line with safeguarding procedures. The needs of victims, alleged perpetrators and any other affected children will be considered on a case-by-case basis.

Online safety underpins all safeguarding responsibilities. Abuse, exploitation, bullying, radicalisation, grooming and sexual harm can occur online as well as offline. Staff should remain alert to risks associated with social media, gaming platforms, messaging services, digital technologies and emerging technologies including artificial intelligence.

5.2 Disclosure

All members of staff and volunteers must know how to respond to a pupil who discloses abuse, and they must be familiar with procedures to be followed.

“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “

Lord Laming 2009

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not overreact – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this. Use TED – Tell me about that, Explain that to me, Describe that...
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Respect the child’s personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it as that they have done something wrong.
- Tell the pupil what will happen next.
- Report verbally to the Designated Safeguarding Lead immediately and without fail on the same day.
- Write up your conversation as soon as possible using the school recording process CPOMS
- Seek support if you feel distressed.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children’s social care and/or the police immediately. Anybody can make a referral.

6. Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will consider the most appropriate response, consulting with relevant partners if appropriate.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child (usually because the parent or parents are implicated in the abuse).

The Principal, Designated Safeguarding Lead, or Deputy Designated Safeguarding Leads will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a ‘need to know’ basis.

All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in ‘Working together to Safeguard Children, 2026’ and ‘Keeping Children Safe in Education, 2026’.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding

purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

7. Records and Monitoring

Child protection and safeguarding information will be stored, managed and shared in accordance with the Data Protection Act 2018, UK GDPR, current information sharing guidance and safeguarding legislation. The school will ensure information is:

- Processed lawfully, fairly and transparently.
- Collected for specified and legitimate safeguarding purposes.
- Adequate, relevant and limited to what is necessary.
- Accurate, up to date and reviewed as required.
- Retained in accordance with statutory requirements and the school's records retention schedule.
- Stored securely with appropriate access controls and confidentiality arrangements.
- Managed in a way that enables the school to demonstrate compliance with data protection and safeguarding requirements.

Data protection legislation does not prevent the sharing of information for safeguarding purposes. Fears about sharing information must not be allowed to stand in the way of protecting children or promoting their welfare. Information will be shared appropriately, lawfully and proportionately where necessary to safeguard children, young people or vulnerable adults.

Safeguarding records may include information relating to child protection, family help, attendance, behaviour, mental health, online safety, child-on-child abuse, exploitation and welfare concerns. Concerns that appear minor in isolation may, when viewed together, indicate a greater level of risk; therefore, all concerns will be recorded, monitored and reviewed holistically.

Safeguarding records are generally exempt from automatic disclosure under data protection legislation. Requests for access to safeguarding records must be managed through the school's Subject Access Request procedures and referred to the Principal. Consideration will be given to the rights, welfare and best interests of the child when responding to any request.

All safeguarding concerns, disclosures, incidents and actions will be recorded on the school's safeguarding system, CPOMS, as soon as possible and normally within 24 hours. Staff should seek guidance from the DSL or a Deputy DSL if they are unsure whether a concern should be recorded. If in doubt, record and report. Records should be timely, factual, professional and objective. They should clearly distinguish between fact, professional opinion, observation and information received from others. Wherever appropriate, the child's voice, wishes, feelings and lived experience should be captured within the record.

Safeguarding records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up.
- Actions taken, decisions reached and outcomes achieved.
- Any referrals, consultations or information shared with other agencies.
- The rationale for decisions made, including instances where a referral was considered but not progressed.

Most safeguarding concerns are recorded and stored electronically through CPOMS. Any hard-copy safeguarding records will be stored securely and separately from the main pupil file. Access to safeguarding information is restricted to authorised staff and overseen by the Designated Safeguarding Lead.

The school will maintain safeguarding records even where concerns do not meet thresholds for immediate intervention. Records will be reviewed regularly to identify patterns, emerging risks, recurring concerns and the effectiveness of actions taken.

The DSL will regularly monitor safeguarding records, giving particular consideration to vulnerable pupils, including those with SEND, attendance concerns, mental health needs, social care involvement, experiences of exploitation, online safety concerns or other known vulnerabilities.

Support, advice and consultation sought from Children's Social Care, Family Help services, the Local Authority Designated Officer (LADO), Prevent, the police or other agencies will be recorded appropriately. Original safeguarding records and notes will be retained where required, including where criminal proceedings, investigations, complaints or civil actions may arise.

Where a pupil transfers to another school, college or education setting, the child protection file will be transferred securely and separately from the main pupil file as soon as possible. Confirmation of receipt will be obtained and recorded. The DSL will liaise with the receiving setting to ensure continuity of safeguarding and welfare support.

Where the destination setting is unknown, the school will notify the appropriate local authority services in accordance with Children Missing Education procedures and local safeguarding requirements.

For learners aged 18-19, records will also reflect any relevant adult safeguarding considerations, including issues relating to consent, mental capacity, best interests and referrals made under Care Act 2014 procedures where appropriate.

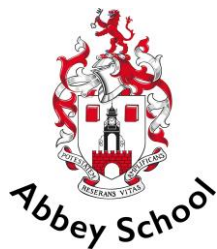
8. Supporting Children and Equality Statement

The school is committed to safeguarding and promoting the welfare of all pupils and providing an environment in which every child feels safe, valued, respected and able to achieve their potential. We recognise that any child may experience abuse, neglect or exploitation; however, some children have an increased vulnerability due to additional needs, personal circumstances, experiences or barriers to seeking help.

In accordance with the Equality Act 2010, the Children Act 1989 and Keeping Children Safe in Education, the school will not tolerate discrimination, victimisation or harassment and will ensure that safeguarding arrangements are responsive to the diverse needs of all pupils.

Particular vigilance will be given to pupils who may be vulnerable due to:

- Special Educational Needs and Disabilities (SEND), health needs or disabilities.
- Mental health or emotional wellbeing difficulties.
- Social care involvement, including children in care, previously looked after children and children subject to statutory intervention.
- Domestic abuse, parental substance misuse, parental mental ill health or family adversity.
- Attendance concerns, children missing education, multiple suspensions or exclusion.
- Experiences of bullying, discrimination, prejudice or social isolation.
- Exploitation, trafficking, abuse within the home or community, or online harm.
- Being a young carer, asylum seeker, privately fostered child, living away from home, living in temporary accommodation or experiencing instability in family circumstances.
- Barriers to communication, language or understanding.
- Protected characteristics, including race, religion, disability, sex, sexual orientation or gender reassignment.



The school recognises that children with SEND may experience additional barriers to recognising abuse, reporting concerns or seeking support. Staff will be alert to the possibility that indicators of abuse, neglect or exploitation may be mistaken for the effects of a pupil's disability, communication difficulty, behaviour or additional needs.

Safeguarding information, support and interventions will be provided in a manner that is accessible, appropriate and responsive to individual needs. Additional pastoral support, reasonable adjustments and multi-agency involvement will be implemented where required.

The school recognises that children who have experienced abuse, neglect, trauma, adversity or exposure to violence may present with behavioural, emotional, attendance or mental health difficulties. Staff will adopt a trauma-informed and child-centred approach, seeking to understand the reasons behind behaviour while maintaining clear expectations and boundaries.

The school will support pupils through:

- A safe, inclusive and nurturing environment where pupils feel valued and listened to.
- A curriculum that promotes safeguarding, wellbeing, resilience, healthy relationships and personal safety.
- Staff training and awareness of trauma, adversity, SEND vulnerabilities and mental health needs.
- Appropriate pastoral, behavioural and therapeutic support.
- Partnership working with parents, carers and relevant agencies.
- Effective multi-agency working with Children's Social Care, Family Help, health services, education professionals and other specialist agencies where appropriate.
- Participation in Operation Encompass and other safeguarding information-sharing arrangements.
- Identification and monitoring of children with a social worker and other vulnerable pupils to inform safeguarding and welfare decisions.
- Close collaboration between the DSL and Designated Teacher to promote the safety, welfare and educational achievement of children in care and previously looked after children.
- Secure and timely transfer of safeguarding information when a pupil moves to another

Gender Questioning Children

The school recognises that a child's gender identity or gender questioning may, in some circumstances, become a safeguarding and wellbeing consideration. Staff should be alert to any bullying, harassment, discrimination, abuse, exploitation, self-harm, mental health concerns or social isolation experienced by gender questioning children.

The school will take a child-centred approach, considering the individual needs, wishes and welfare of the child alongside its safeguarding responsibilities, SEND duties, Equality Act responsibilities, and the views of parents/carers where appropriate. Decisions will be made on a case-by-case basis, with advice sought from the Designated Safeguarding Lead and relevant professionals where necessary.

The school will follow current statutory and non-statutory Department for Education guidance and will ensure that all decisions prioritise the safety, welfare and best interests of the child.

Please see Gender Questioning Children [Guidance DFE](#) for further advice.

Online Safety

The school recognises that technology is a significant component in many safeguarding and welfare issues. Online safety is therefore an integral part of safeguarding and child protection.

The school will take a whole-school approach to online safety and will seek to protect and educate pupils, staff, volunteers and families in the safe and responsible use of technology.

The school recognises the four areas of online risk:

- **Content:** exposure to illegal, harmful or inappropriate material.
- **Contact:** harmful interactions with others online, including grooming, exploitation and abuse.
- **Conduct:** online behaviour that may increase the risk of harm, including bullying, harassment, sharing nudes and semi-nudes, and misuse of technology.
- **Commerce:** risks including scams, phishing, financial exploitation and online gambling.

The school maintains appropriate filtering and monitoring systems and will ensure these are regularly reviewed to safeguard pupils and staff. Online safety, including emerging technologies such as artificial intelligence, is incorporated into safeguarding practice, staff training and the curriculum.

The school recognises that pupils with SEND may be particularly vulnerable online and may require additional support and teaching to recognise, understand and manage online risks.

Any online safety concerns will be treated as safeguarding concerns and responded to in accordance with this policy. Further information is available within the Online Safety Policy, Acceptable Use Agreements, Mobile Phone Policy and Staff Code of Conduct.

9. Early Intervention and Prevention within Safeguarding

Early Intervention and Prevention within Safeguarding All staff have a responsibility to identify concerns and provide help for children as early as possible to prevent needs from escalating. Concerns may present through changes in a child's behaviour, appearance, emotional wellbeing, attendance, communication, presentation, relationships, or through discussions with children, families or professionals.

The school recognises that children who are persistently absent, severely absent, or experiencing barriers to attendance may be at increased risk of abuse, neglect, exploitation, mental health difficulties or other safeguarding concerns. Attendance concerns will be identified, assessed and responded to in accordance with safeguarding procedures and the school's Attendance Policy.

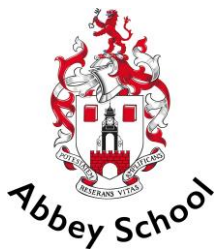
Where concerns do not meet the threshold for statutory intervention but indicate that additional support may be required, staff should follow the school's procedures for accessing Family Help and early intervention support in line with the local Continuum of Need. This may involve signposting families to appropriate services, contributing to multi-agency plans, or the school acting as Lead Practitioner where appropriate.

Where children present with complex, multiple or escalating needs, concerns should be discussed with the Designated Safeguarding Lead and consideration given to a referral to the Integrated Access and Referral Team (i-ART) or other relevant safeguarding services.

Young Carers

In many families, children contribute to family care and wellbeing as part of normal family life. A young carer is a child or young person who provides regular care, emotional support or practical assistance to a family member with a disability, illness, mental health condition or substance misuse issue. Many young carers may experience:

- Social isolation.
- Poor, irregular or reduced school attendance.
- Educational difficulties.
- Impaired development of their identity and potential.
- Low self-esteem.
- Emotional or physical neglect.
- Conflict between loyalty to their family and their own needs and wellbeing.



Where a young carer is identified, their needs will be considered and appropriate support provided, including access to Family Help or other support services where required.

10. Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education 2026'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that candidates are suitable to work with children. It also includes undertaking interviews with deterrent content, checking prohibition to teach, the use of online searches, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our pupils, which will include a barred list/prohibition from teaching check for all new teaching staff.
- This school maintains an up to date Single Central Record detailing a range of checks carried out on staff. **The SCR is regularly reviewed and audited to ensure compliance.**
- All new appointments to school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- The school ensures that supply staff have undergone the necessary checks, including verification of identity on arrival and staff are made aware of this policy.
- Identity checks must be carried out on all appointments to the school workforce before the appointment is made.

Appropriate online searches are undertaken on shortlisted candidates, in line with safer recruitment procedures.

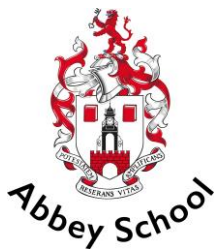
11. Volunteers

The school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. All volunteers are expected to maintain appropriate standards of conduct and to follow the school's safeguarding, child protection, behaviour, staff conduct and whistleblowing procedures in the same way as paid staff.

All volunteers will receive appropriate safeguarding information, including guidance on their role, responsibilities and reporting procedures, before commencing their work within the school.

Volunteers who work with pupils on a one-off or occasional basis will be supervised appropriately and will not undertake unsupervised work with children unless the required safeguarding checks have been completed and the school has determined that this is appropriate.

For regular volunteers, the school will undertake appropriate risk assessments and safer recruitment checks. Where a volunteer is engaged in regulated activity, an enhanced Disclosure and Barring Service (DBS) check, including a barred list check, will be obtained. Where the role is not considered regulated activity, the school will assess the level of supervision, nature of contact and associated risks to determine whether an enhanced DBS check is required.



All volunteers are required to report any safeguarding concerns immediately in accordance with this policy.

Alternative Provision and Off-Site Placements

Where the school places a pupil with an alternative provision provider or other education provider, the school will obtain written confirmation that appropriate safeguarding and safer recruitment checks have been completed on adults working with pupils.

The school will seek assurance that the provider has effective safeguarding arrangements in place, including appropriate child protection policies, safeguarding training, safer recruitment procedures and arrangements for managing safeguarding concerns.

The school will maintain oversight of the suitability, quality and safety of alternative provision placements and will work collaboratively with providers, parents, carers and relevant professionals to safeguard and promote the welfare of pupils.

12. Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Principal or the Deputy Principal if the Principal is not present. The Principal or Deputy Principal will then consult with the Local Authority Designated Officer.

Allegations against the Principal are reported to the Chair of the school Advisory Body and referred to the Local Authority Designated Officer (LADO) via the LADO referral form.

The Principal can be contacted via email at principal@abbeyschool.com

The Chair of the Advisory Body can be contacted via email at chair@abbeyschool.com

The Proprietor can be contacted via email at barnabas@abbeyschool.com

13. Conduct of Staff

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

"Sounding the Alarm" – Barnardos

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

All staff are required to read and understand Part One of Keeping Children Safe in Education (KCSIE) and will receive safeguarding updates as required and at least annually. Staff whose roles require additional safeguarding knowledge will also be directed to relevant sections of KCSIE.

All staff should be aware of the dangers inherent in:

- Working alone with a child.
- Physical interventions.
- Cultural and gender stereotyping.
- Dealing with sensitive information.
- Giving to, and receiving gifts from, children and/or parents.

- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- Disclosing personal details inappropriately.
- Meeting pupils outside school hours or school duties.
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images.

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Cheshire West Safeguarding Children Partnership procedures, this will be viewed as misconduct, and appropriate action will be taken.

13.1 Allegations and Low-Level Concerns

Low-Level Concerns

The school is committed to creating and maintaining a culture of openness, trust and transparency in which all concerns about the conduct of adults working in or on behalf of the school are identified, shared, recorded and managed appropriately.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school (including staff, volunteers, contractors and supply staff) may have acted in a manner that is inconsistent with the Staff Code of Conduct, including conduct outside of work, but which does not meet the threshold for harm or referral to the Local Authority Designated Officer (LADO).

Examples may include, but are not limited to:

- Use of inappropriate language or communication.
- Speaking about pupils in a dismissive, demeaning or unprofessional manner.
- Inappropriate dress or presentation contrary to the Staff Code of Conduct.
- Poor professional practice, including failure to follow agreed behaviour support or physical intervention procedures.
- Breaches of professional boundaries, including inappropriate contact with pupils or families through personal devices, email, telephone, social media or other communication platforms.
- Failure to follow individual health, welfare, medical, communication, behaviour or intimate care plans.
- Over-familiarity, favouritism or behaviour that could give rise to concerns regarding professional boundaries.
- Low-level breaches of the school's safeguarding, online safety, staff conduct or information security procedures.

Reporting Low-Level Concerns

All staff, volunteers, contractors and supply staff are encouraged to report low-level concerns promptly.

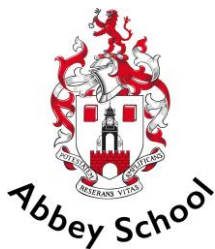
Low-level concerns relating to any member of staff should be reported to the Principal. Concerns relating to the Principal should be reported to the Proprietor. Concerns relating to the DSL may be reported to the Principal.

Low-level concerns will be recorded and retained securely in accordance with the school's low-level concerns procedures.

Responding to Low-Level Concerns

The Principal will review each concern and determine any appropriate action. This may include:

- A discussion with the individual concerned.
- Clarification of expectations and professional standards.



- Additional guidance, training or support.
- Increased supervision or monitoring.
- Consideration of whether a pattern of behaviour is emerging.

Where concerns collectively indicate a pattern of behaviour, or where additional information comes to light, consideration will be given to whether the matter meets the threshold for managing allegations against adults working with children.

Escalation

Any concern that indicates a person may have harmed a child, committed a criminal offence against a child, behaved in a way that poses a risk of harm to children, or may not be suitable to work with children, will be managed in accordance with the allegations procedures below and referred to the Local Authority Designated Officer (LADO) without delay.

Staff may also raise concerns through the school's Whistleblowing Policy where appropriate.

Monitoring

Records of low-level concerns will be retained securely and reviewed regularly by the Principal to identify patterns, support early intervention and promote a strong safeguarding culture.

13.2 Allegations Against Staff, Volunteers and Other Adults

The school will manage allegations against staff, volunteers, contractors, supply staff and any other adult working in or on behalf of the school in accordance with statutory guidance and local safeguarding procedures.

These procedures apply where it is alleged that an individual 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 or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The school recognises that allegations may be genuine, false, malicious, unfounded or unsubstantiated. All allegations will therefore be taken seriously, considered objectively and managed in a fair, consistent and timely manner.

Detailed records of all allegations, decisions, actions taken and outcomes will be maintained securely and confidentially.

A referral will be made to the Disclosure and Barring Service (DBS) where the school is legally required to do so.

Initial Action

Any person who receives an allegation or becomes aware of information suggesting that an adult may have harmed a child, or may pose a risk to children, must report the matter immediately to the Principal.

Where an allegation concerns the Principal, the matter must be reported directly to the Proprietor.

The Principal will:

- Take any immediate action necessary to safeguard children and ensure their welfare.

- Consider any urgent medical needs.
- Secure relevant information and evidence.
- Refrain from investigating the allegation or interviewing potential witnesses before seeking advice.
- Contact the Local Authority Designated Officer (LADO) without delay for advice and guidance.
- Work in partnership with the LADO, Children's Social Care and the Police, where appropriate.
- Keep the Proprietor and Advisory Body member with safeguarding oversight appropriately informed.

Throughout the process, consideration will be given to the welfare, support and information needs of the child, family and member of staff concerned.

Where employment action is required, the school will seek appropriate HR and legal advice.

14. Supporting Staff

It is important not to underestimate the difficulty for both staff and managers in confronting what appear to be poor professional standards or unacceptable conduct by a colleague in an environment, which of necessity is dependent on close working relationships. It must also be recognised that it is very rare for a teacher to commit offences in the manner of Teacher A. However, some of the allegations were of such a serious nature, particularly those from children themselves that they constituted matters that should have been investigated under the child protection procedures.

North Somerset SCR – The Sexual Abuse of Children in a First School February 2012

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Principal and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Lead and the Principal can seek personal support through scie@cheshirewestandchester.gov.uk, or CWAPH

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings is available via the Safer Recruitment Consortium website www.saferrecruitmentconsortium.org

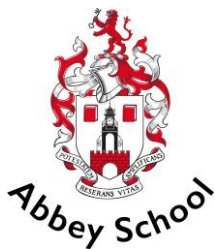
This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

15. Photographs, Video Recordings and Images of Children

The school recognises that photographs, videos and digital images play an important role in celebrating achievement, recording activities and promoting the work of the school. However, images can also be misused and therefore present safeguarding and privacy risks.

The school will ensure that photographs, videos and other images of pupils are used safely, appropriately and in accordance with safeguarding, data protection and privacy requirements.

- Appropriate parental consent will be obtained and recorded for the use of pupil images.
- Photographs and recordings of pupils will only be taken, stored, used and shared for authorised school purposes.



- Staff and volunteers must only use school-approved devices and systems for taking, storing or sharing images of pupils.
- Personal devices must not be used to photograph, record or store images of pupils except in exceptional circumstances authorised by the Principal and supported by a risk assessment.
- Images will be stored securely and accessed only by authorised individuals.
- Pupils will be appropriately dressed and their dignity, privacy and welfare will be respected at all times.
- Pupils will be encouraged to report any concerns regarding photographs, recordings or online use of images.

Parents and carers may take photographs or recordings of their own children at school events unless specific safeguarding, privacy or health and safety considerations require otherwise. Parents will be reminded that any images taken remain their responsibility and should not be shared on social media or other platforms where this may place a child at risk.

The school will not use images of pupils in publicity, promotional materials, press releases, websites or social media without appropriate consent. Individual pupils will not normally be identified by full name alongside their image.

Any concerns regarding the inappropriate use, creation, storage or sharing of images will be treated as a safeguarding matter and managed in accordance with school safeguarding procedures. Where necessary, concerns will be referred to external agencies, including the police.

16. Before and After School Activities and Contracted Services

Where the Proprietor transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers. If the school receives an allegation relating to an incident where an individual or organisation was using school premises for running an activity for children, then our usual safeguarding policies and procedures will be followed.

Complaints and Compliments

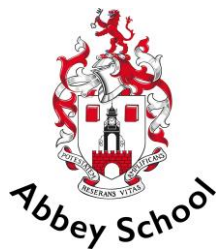
Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out of a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff e.g. the Principal, Deputy Principal and Proprietor. An explanation of the complaint's procedure is included in the school compliments and complaints policy and procedure.

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

Additional Information for Parents

Contact arrangements and Parental responsibility

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do



so, although the school will attempt to seek permission from the primary carer before releasing the child. The welfare of the child will always be the school's primary consideration.

Appendix I: Safeguarding Children – Key Points

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused or neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located on the school network drive and the School Website. On request you will be provided with a printed copy. Laminated copies of the safeguarding reporting flow chart and a quick guide are provided in every office of the school.

In addition, the following key points give a guide on what to do and not to do:

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Safeguarding Lead Kirsty Keyburn, or the Deputy Safeguarding Lead Gareth Howarth. at your earliest opportunity but ideally within an **hour and without fail on the same working day**. In the absence of Kirsty Keyburn as DSL and Gareth Howarth as DDSL, Katy Lee and Kelly Holloway are DSL trained to support staff.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the Designated Senior Lead for safeguarding unless they are the subject of the accusation. Don't tell other adults, friends or young people what you have been told. If someone has made an accusation to you about the Principal, you should report your concerns to the Chair of the Advisory body Dr. Julie O'Sullivan Chair@abbeyschool.com
6. Discuss with the Designated Senior Lead for safeguarding whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Children's Social Care and police officers are the people who have the authority to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
8. As soon as possible (and certainly the same day) the Designated Lead for safeguarding should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm. Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job. In the case of an allegation against an adult that works with children, the Principal, or the Proprietor where the allegation is against the Principal, should refer the matter to The Local Authority Designated Officer (LADO).
9. **Never** think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore, you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.

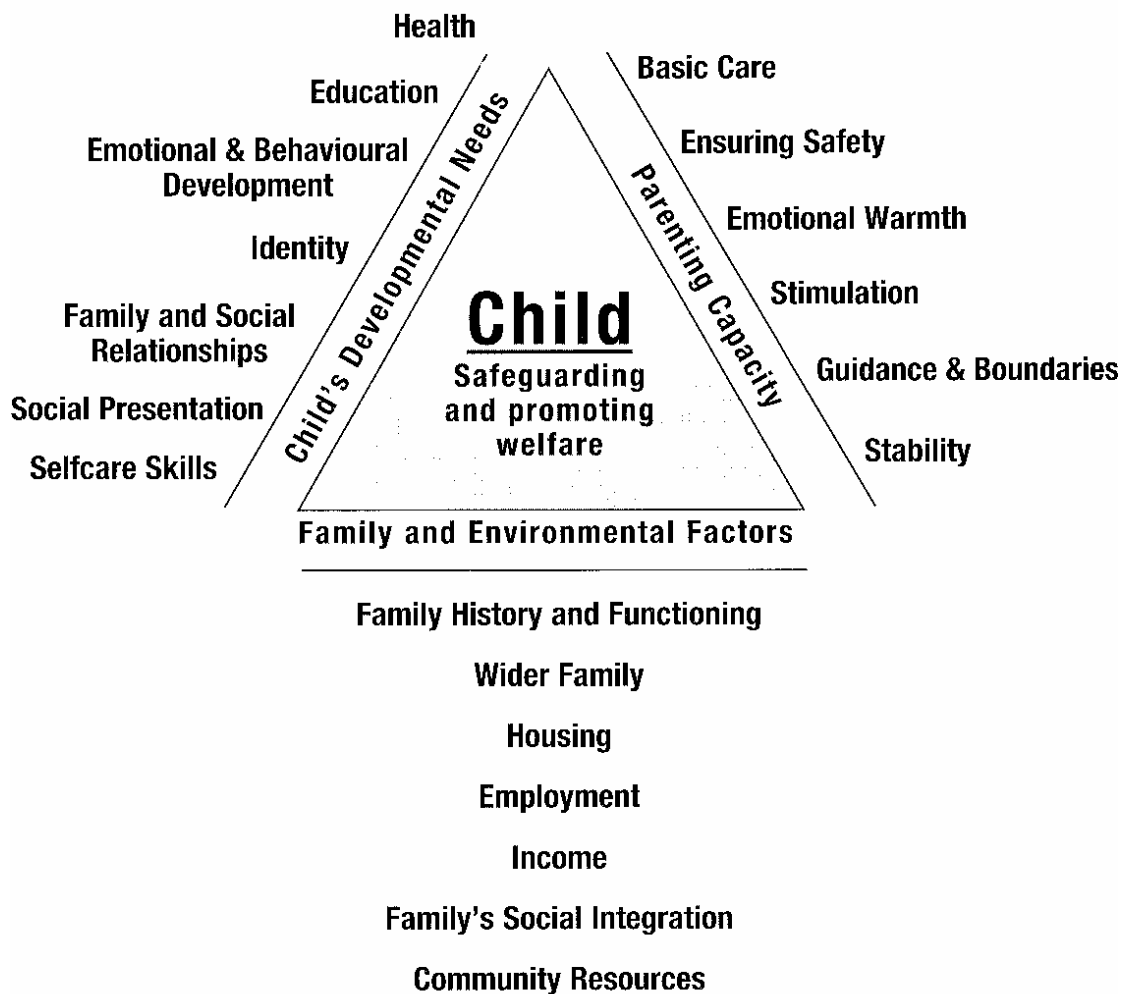
Appendix 2: Essential Contacts

	Contact Details
<i>Designated Senior Person</i>	Kirsty Keyburn
<i>Principal</i>	Katy Lee
<i>Nominated Advisory body member for Safeguarding</i>	Andy Lusk
<i>Proprietor</i>	Barnabas Borbely
<i>Chair of Advisory Body</i>	Dr Julie O'Sullivan
<i>Deputy Designated Person</i>	Gareth Howarth (DDSL) Kelly Holloway (DSL in Kirsty Keyburn's absence)
<i>Local Authority Designated Officer</i>	Paul Jenkins - Cheshire West and Chester Safeguarding Children Partnership (SCP) Chester West and Chester Safeguarding Children Partnership
<i>Local Authority Safeguarding Children in Education Officer</i>	Kerry Gray
<i>Local Authority Legal Services Helpline</i>	01244 972620
<i>Human Resources Advice</i>	Louise Rushforth Business Manager L.Rushforth@abbeyschool.com
<i>Integrated access and Referral Team</i> 8.30-5pm Mon-Thurs 8.30-4.30 Fri	0300 123 7047
<i>Emergency Duty Team (Out of hours)</i> 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	01244 977 277
<i>TAF Co Ordinator</i>	Aly Jones TAF Advisor Integrated Early Support Services Cheshire west and Chester council Tel: 01244 976105 Mobile: 07919228417 Email: Alyson.jones@cheshirewestandchester.gov.uk Location Blacon Children's Centre, CHI 5DB

TAF Champion	Ruth Buckley / Rachel Green
Safeguarding Children Partnership	https://www.proceduresonline.com/pancheshire/cheshire_west/index.html 0151 356 6494
School Health Advisor	TBC
CAMHS	TBC
Cheshire Police	0845 458 0000 or 101 for non emergencies 999 in case of emergency
Safer Schools Officer	<u>Amy Fletcher</u> Amy.fletcher@cheshire.pnn.police.uk <u>01606 364565</u>
Neighbourhood Policing Officer	Anthony Carmon Anthony.carmon@cheshire.pnn.police.uk

Appendix 3: Assessment Triangle

Assessment Framework Triangle



Appendix 4: Indicators of Susceptibility to Radicalisation

1. Radicalisation refers to the process by which a person becomes involved with or supports terrorism and uses of terrorist violence.
2. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that 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 [footnote 6] and democratic rights or intentionally create a permissive environment for others to achieve the results in (1) or (2).
3. There is no such thing as a "typical extremist", those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
4. Pupils may become susceptible to radicalisation into terrorism through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
5. Indicators of susceptibility include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
7. More critical risk factors could include:
 - Being in contact with extremist recruiters.
 - Accessing violent extremist websites, especially those with a social networking element.
 - Possessing or accessing violent extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantage.
 - Justifying the use of violence to solve societal issues.
 - Joining or seeking to join extremist organisations.
 - Significant changes to appearance and / or behaviour.
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 5: Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Abbey School is Kirsty Keyburn, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness about the role and responsibilities of Abbey School in relation to protecting students/pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's SMSC and FBV curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* process.
- Attending Channel* meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel* Co-ordinator.
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Cheshire West and Chester Local Authority and the Cheshire Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- Consent must be gained before a referral to Channel unless it would place them in danger to do so.

Appendix 6: Children Who Are Absent From Education

All children are entitled to an education. The school recognises that children who are absent from education, persistently absent, severely absent, or who become missing from education are at increased risk of safeguarding concerns, including abuse, neglect, exploitation, criminal involvement, online harm, mental health difficulties, radicalisation, forced marriage and female genital mutilation (FGM). Attendance may therefore be an important indicator of a child's welfare and wellbeing. [assets.pub...ice.gov.uk], [gov.uk]

The school will take a proactive approach to the identification, assessment and management of attendance concerns and will work closely with families, local authorities and partner agencies to promote regular attendance and reduce barriers to education.

Particular vigilance will be given to pupils who:

- Are subject to a Child Protection Plan, Child in Need Plan or Family Help intervention.
- Are looked after, previously looked after or have social care involvement.
- Have SEND or additional vulnerabilities.
- Have experienced abuse, neglect, exploitation or trauma.
- Are at risk of child criminal exploitation, child sexual exploitation, forced marriage, FGM or radicalisation.
- Have mental health or emotional wellbeing needs.
- Are missing from home or care.
- Are known to youth justice services.
- Are from families who move frequently or experience housing instability.
- Are new to the United Kingdom or have recently changed local authority areas.

The school will monitor attendance carefully and respond promptly to patterns of absence, persistent absence, severe absence, lateness, reduced timetables and any unexplained absence.

Where attendance concerns are identified, the school will work with the child, family and relevant agencies to understand and address any underlying safeguarding concerns.

If a child leaves the school without a confirmed destination, the school will notify the appropriate local authority and comply with all statutory requirements relating to admission and attendance registers.

Where a member of staff believes a child may be at risk of harm, abuse, neglect or exploitation, they will follow the school's safeguarding procedures without delay. Referrals to Children's Social Care, the police or other relevant agencies will be made where appropriate.

Appendix 7: Missing Child Policy and Procedure

The safety and welfare of pupils is of paramount importance. The school has procedures in place to respond promptly should a pupil go missing during the school day, whilst attending an educational visit, during a community-based activity or at any other time when the pupil is the responsibility of the school. The school recognises that many pupils have SEND and may be more vulnerable should they become missing. Individual risk assessments, behaviour support plans and supervision arrangements will therefore be considered as part of safeguarding practice.

In the unlikely event that a pupil is found to be missing:

1. The member of staff identifying the concern will immediately inform the Principal, Head of School, DSL, DDSL or another member of the Senior Leadership Team.
2. An immediate search of the relevant area, buildings, grounds and any identified risk locations will be undertaken whilst maintaining appropriate supervision of other pupils.
3. A register check will be completed to confirm the whereabouts of all other pupils.
4. Relevant pupil information, including communication needs, known risks, medical conditions and likely destinations, will be reviewed.
5. If the pupil is not located promptly, parents/carers will be informed and the police will be contacted without delay.
6. The school will provide the police with all relevant information, including:
 - a. The pupil's full name.
 - b. Date of birth.
 - c. Description and photograph where available.
 - d. Clothing worn.
 - e. Time and location last seen.
 - f. Known vulnerabilities, risks and communication needs.
7. The school will continue to support police enquiries and maintain communication with parents/carers until the pupil is located.

Following the incident:

- The pupil's welfare and immediate support needs will be assessed.
- Parents/carers, the Proprietor and the Advisory Body member with safeguarding oversight will be informed as appropriate.
- The incident will be recorded and reviewed by the Senior Leadership Team and DSL.
- Any safeguarding concerns arising from the incident will be referred in accordance with safeguarding procedures.
- Risk assessments, support plans, supervision arrangements and procedures will be reviewed and amended where necessary.
- Lessons learned will be identified and shared to strengthen future safeguarding practice.

Where a pupil repeatedly goes missing, absconds from supervision or presents with behaviours that increase the risk of going missing, the school will work with parents/carers, social workers, placing authorities, children's services, police and other relevant professionals to reduce risk and safeguard the pupil.

Appendix 8 Extensive list of statutory guidance and legislation

Core Statutory Guidance

- Keeping Children Safe in Education, 2026 (KCSIE):
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children, 2026:
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- The Education (Independent School Standards) Regulations 2014:
<https://www.legislation.gov.uk/uksi/2014/3283/contents/made>
- The Education Act, 2002, HM Guidance
- The Statutory Framework for the Early Years Foundation Stage
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Working Together to Improve School Attendance:
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- Children Missing Education Statutory Guidance:
<https://www.gov.uk/government/publications/children-missing-education>

Child Protection Legislation

- The Children Act 1989: <https://www.legislation.gov.uk/ukpga/1989/41/contents>
- Children Act 2004: <https://www.legislation.gov.uk/ukpga/2004/31/contents>
- Serious Crime Act 2015: <https://www.legislation.gov.uk/ukpga/2015/9/contents/enacted>
- Female Genital Mutilation Act 2003: <https://www.legislation.gov.uk/ukpga/2003/31/contents>
- Statutory Guidance on FGM (Home Office, 2023):
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Domestic Abuse Act 2021: <https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>
- Serious Violence Duty (Police, Crime, Sentencing and Courts Act 2022):
<https://www.legislation.gov.uk/ukpga/2022/32/contents/enacted>

Adult Safeguarding

- Care Act 2014: <https://www.legislation.gov.uk/ukpga/2014/23/contents>
- Care and Support Statutory Guidance: <https://www.gov.uk/government/publications/care-act-statutory-guidance>
- Mental Capacity Act 2005: <https://www.legislation.gov.uk/ukpga/2005/9/contents>
- Mental Capacity (Amendment) Act 2019:
<https://www.legislation.gov.uk/ukpga/2019/18/contents>
- SEND & Inclusion
- Children and Families Act 2014: <https://www.legislation.gov.uk/ukpga/2014/6/contents>
- SEND Code of Practice: 0-25 Years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Safe Recruitment & Staffing

- The Rehabilitation of Offenders Act 1974:
<https://www.legislation.gov.uk/ukpga/1974/53/contents>
- Safeguarding Vulnerable Groups Act 2006:
<https://www.legislation.gov.uk/ukpga/2006/47/contents>

- Protection of Freedoms Act 2012: <https://www.legislation.gov.uk/ukpga/2012/9/contents>
- DBS Checking Service Guidance: <https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>
- The Childcare Act 2006: <https://www.legislation.gov.uk/ukpga/2006/21/contents>
- Childcare (Disqualification) Regulations 2018: <https://www.legislation.gov.uk/uksi/2018/794/contents/made>

Preventing Extremism & Online Risks

- Statutory Guidance on the Prevent Duty (2023): <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Counter-Terrorism and Security Act 2015: <https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>
- Online Safety Act 2023: <https://www.gov.uk/government/collections/online-safety-bill>
- Cyber Security Standards: <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>
- Generative AI in Education: <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>

Exploitation, Abuse & Modern Slavery

- Modern Slavery Act 2015: <https://www.legislation.gov.uk/ukpga/2015/30/contents>
- National Referral Mechanism Guidance: <https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms>

Information Sharing & Data Protection

- Data Protection Act 2018: <https://www.legislation.gov.uk/ukpga/2018/12/contents>
- UK General Data Protection Regulation (UK GDPR): <https://www.gov.uk/data-protection>
- Information Sharing Advice for Safeguarding Practitioners: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Alternative Provision & Off-Site Safeguarding
- Alternative Provision Statutory Guidance: <https://www.gov.uk/government/publications/alternative-provision>

Equality, Rights & Inclusion

- The Human Rights Act 1998: <https://www.legislation.gov.uk/ukpga/1998/42/contents>
- European Convention on Human Rights (ECHR): <https://www.coe.int/en/web/human-rights-convention>
- The Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Public Sector Equality Duty (PSED): <https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>