PROSPER TOGETHER

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Safeguarding and Child Protection Policy

Approved by Full Trust Board – 16/09/2026

Date – September 2026

Reviewed by – N. Reilly, Trust Safeguarding Lead

Review date – September 2027

Safeguarding and Child Protection Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

The policy will be received and monitored by the school Local Advisory Board.

Date of last update	**9th September 2026**
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Date school details reviewed	**15th October 2026**
Date of next full review	**2nd September 2027**

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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Prosper Together Multi Academy Trust (the 'Trust') refers to all the Trust member schools and the central team.

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1. Child Centred Approach to Safeguarding

1.1. Introduction

Prosper Together Multi Academy Trust recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Prosper Together Multi Academy Trust believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Staff working with children at Prosper Together Multi Academy Trust will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act immediately.

Prosper Together Multi Academy Trust recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe, including online. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

We acknowledge that a child may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We understand that this may happen for a range of reasons but would never let it prevent us from raising concerns with the DSL or local authority children's social care, as necessary. We are committed to building trusted relationships with children, young people and families which facilitate communication.

We believe that safeguarding is everyone's responsibility and that the provision of effective early help and early intervention is essential to promoting children's welfare and preventing concerns from escalating.

Our core safeguarding principles are:

Prevention
Promoting a positive, supportive and safe culture, providing effective curriculum and pastoral opportunities, implementing safer recruitment practices, and identifying emerging needs at the earliest opportunity.

Protection
Following agreed safeguarding procedures and ensuring all staff are trained and supported to recognise, respond to and report concerns promptly, enabling timely intervention to reduce the risk of harm.

Support
Providing early help, support and appropriate interventions for children, families and staff, particularly where needs are emerging or there is a risk of harm.

Working in Partnership
Working collaboratively with parents, carers and partner agencies to identify needs early, share information appropriately, and provide coordinated support and protection.

The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2026.

1.2. Policy Context

Governing bodies and proprietors have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to the Department for Education's, 'Keeping Children Safe in Education' 2026 (KCSIE), ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

This policy is implemented in accordance with our compliance with the KCSIE which requires individual schools and colleges to have an effective child protection policy.

1.3. Key Legislation

This policy is informed by and complies with the statutory guidance *Keeping Children Safe in Education* and *Working Together to Safeguard Children*. It is underpinned by the legislation listed below and associated safeguarding legislation and regulations including the Statutory Framework for the Early Years Foundation Stage (where applicable).

1. Children Act 1989
The foundation of child protection law in England, establishing the principle that the child's welfare is paramount and setting out duties relating to children in need and those at risk of significant harm.

2. Children Act 2004
Introduced stronger multi-agency working arrangements and placed duties on organisations to safeguard and promote the welfare of children.

3. Education Act 2002 (Section 175 and Section 157)
Places duties on maintained schools, governing bodies, local authorities and proprietors of independent schools to safeguard and promote the welfare of children. KCSIE is issued under these provisions.

4. Education (Independent School Standards) Regulations 2014
Requires independent schools, academies and free schools to have effective safeguarding arrangements. KCSIE is issued partly under these regulations

5. Apprenticeships, Skills, Children and Learning Act 2009

6. Children and Social Work Act 2017
Introduced local safeguarding partner arrangements to replace Local Safeguarding Children Boards and strengthened support for children in care and care leavers.

7. Safeguarding Vulnerable Groups Act 2006
Established the barring system and arrangements for preventing unsuitable people from working with children.

8. Protection of Freedoms Act 2012
Amended vetting and barring arrangements and introduced the Disclosure and Barring Service (DBS).

9. Counter-terrorism and Security Act 2015
Places the Prevent Duty on schools to have due regard to preventing people from being drawn into terrorism.

10. Data Protection Act 2018 and UK GDPR
Provides the legal framework for sharing and managing information appropriately in safeguarding contexts.

11. Equality Act 2010 inc. the Public Sector Equality Duty (PSED)
Requires schools to eliminate discrimination, advance equality of opportunity and protect pupils with protected characteristics.

This policy is informed by current children's social care reforms and developments in education and safeguarding policy, including the Families First Partnership Programme, reforms to family help and child protection arrangements, and relevant provisions arising from the Children's Wellbeing and Schools Bill where enacted. The Bill includes measures intended to strengthen information sharing between agencies and improve identification and support for vulnerable children. These developments reinforce the school's commitment to early intervention, effective multi-agency working and improving outcomes for children and families.

Prosper Together Multi Academy Trust‘s policy reflects these duties and complies with our funding agreement and articles of association.

1.4. Definition of Safeguarding

In line with KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse, neglect and exploitation
- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and child sexual exploitation (CSE)
- Children and the court system

- Children who are absent from education
- Children with family members in prison
- Child-on-child abuse
- County lines
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern slavery and the National Referral Mechanism
- Preventing radicalisation
- Serious violence
- Sexual violence and sexual harassment between children in schools and colleges
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Violence Against Women and Girls (VAWG), including misogyny, sexual harassment, sexual violence, coercive behaviour, image-based abuse and other forms of gender-based abuse and violence.

(Also see Part one and Annex A within 'Keeping Children Safe in Education' 2026).

We recognise that safeguarding issues are often linked and overlapping, including drug and alcohol misuse, persistent absence, criminal exploitation, radicalisation, serious violence, and the consensual or non-consensual sharing of nudes/semi-nudes.

1.5. Related Safeguarding Policies

This policy is one of a series in the school integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below.

Please see **Appendix 3** for more information about our safeguarding suite of policies, procedures and where copies are held.

- School behaviour policy including use of reasonable force/physical restraint (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- Staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low- level concerns, allegations against staff and whistleblowing, acceptable internet/social use.
- Searching, screening and confiscation.
- Online safety (which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks).
- Data protection and information sharing.

- Relationship and Sex Education (RSE).
- Personal and intimate care.
- Health and safety, including plans for school reopening.
- Attendance and the school's response to children who are absent.
- Risk assessments (e.g., school trips, use of technology, school re-opening).
- First aid and accidents.
- Safer recruitment.

1.6. Policy Compliance, Monitoring and Review

Prosper Together Multi Academy Trust will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy, Part one and Annex A of KCSIE 2026. This can be found on CPOMS and a paper copy is available in the Inclusion Office.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this.

Parents/carers can obtain a copy of the school child protection policy and other related policies on request. Additionally, our policies can be viewed via the school website: https://www.windy-arbor.solihull.sch.uk/policies-1/.

The policy forms part of our school development plan and will be reviewed annually by the Local Advisory Board who has responsibility for oversight of safeguarding and child protection systems.

The designated safeguarding lead and headteacher will ensure regular reporting on safeguarding activity and systems to the Local Advisory Board. The Local Advisory Board will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility. The Trust Safeguarding Lead and Chief Executive Officer will ensure regular reporting to the Education Standards and Outcomes committee and the Trust Board.

2. Key Responsibilities

2.1. Governance and Leadership

The Local Advisory Board has a strategic responsibility for our safeguarding arrangements and will comply with its duties under legislation.

The Local Advisory Board has regard to the KCSIE 2026 guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.

The school has a nominated governor (or equivalent) for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Training is updated regularly.

The Local Advisory Board and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The Local Advisory Board is aware of its obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

The Local Advisory Board has reviewed the Department for Education filtering and monitoring standards and has met them in partnership with the designated safeguarding lead, IT staff and service providers.

The headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the Local Advisory Board, are understood, and followed by all staff.

2.2. Designated Safeguarding Lead (DSL)

The school has appointed Emma Lane (Inclusion & Wellbeing Lead), a member of the senior leadership team as the designated safeguarding lead (DSL). This is explicit in their job description.

The DSL is the school's lead professional for safeguarding (including online safety and understanding the filtering and monitoring systems and processes in place), responsible for coordinating child protection arrangements, managing referrals, advising staff, maintaining records, working with agencies, and ensuring that children receive the right help at the right time.

Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school has also appointed deputy DSLs who will have delegated responsibilities and act in the DSLs absence.

- Laura Woods (Child and Family Support Worker)
- Eleanor Sherrington (Assistant Head Teacher)

It is the role of the DSL to carry out their functions as identified in Annex C of KCSIE 2026. This includes but is not limited to:

- Taking lead responsibility for safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place).
- Acting as a source of support, advice and expertise for all staff and as a point of contact with the safeguarding partners.
- Liaising with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a school and senior mental health leads) on

matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Liaising with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Maintaining a confidential recording system for safeguarding and child protection concerns that is accurate, kept up to date and stored securely.
- Ensuring that child protection files are transferred to any new schools as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.
- Sharing any relevant safeguarding or support information with a child's new school or college before they leave, where appropriate, so the receiving setting can put suitable support in place, keep the child safe, and help them succeed.
- Liaising with the headteacher to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the West Midlands Safeguarding and Child Protection Procedures including referrals, are followed, as necessary.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
    - Ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
    - Ensuring each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff.
    - Ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Local Advisory Board regarding this.
    - Ensuring the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Linking with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Helping promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
- Liaising with the "case manager" (as per Part four KCSIE) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

The designated safeguarding lead will refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL also undertakes Prevent awareness training.

The DSL's training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Deputy DSLs will be trained to the same standard as the DSL.

At school we have the following arrangements in place to ensure that our DSLs and their deputies a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care:

In Solihull, we expected DSLs and their deputies to attend SSCP modules 1 and 2 upon appointment and then one further module of pertinence to their school annually. This fulfils the requirement in WTtSC for participation in multi-agency training.

The local authority will also provide training opportunities throughout the year including:

- New DSL training
- DSL refresher training
- Themed events on safeguarding issues
- Safer recruitment training
- Managing allegations training (SSCP)
- Termly DSL briefings
- Prevent training
- Trust Safeguarding Lead attends CST safeguarding conference annually
- Trust Safeguarding Lead is a member of the LA Education Safeguarding Group

The DSLs and deputies in school have the training, knowledge and skills so that they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.

- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses, encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

2.3. Members of Staff

All members of staff have a responsibility to:

- Have read and understood this policy, Part one and Annex A (where they work directly with children) of KCSIE.
- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
- Know how to manage the requirement to maintain an appropriate level of confidentiality.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school safeguarding policies and systems including:
    - child protection policy (which includes the policy and procedures to deal with child-on-child abuse),
    - behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying),
    - staff behaviour policy/code of conduct (which includes low-level concerns, allegations against staff and whistleblowing),
    - our safeguarding response to children who are absent from education, particularly on repeat occasions and /or prolonged periods,
    - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Support social workers and other agencies following any referral.
- Know how to maintain an appropriate level of confidentiality.

- Maintain professional curiosity even where children may not feel ready or know how to tell someone they are being abused.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2.4. Children and Young People

Children and young people (learners) have a right to:

- Be protected from maltreatment, abuse, neglect and exploitation.
- Feel safe and be safe at school.
- Have their welfare, best interests, wishes and feelings taken into account.
- Receive help and support at the earliest opportunity.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school safeguarding policies.
- Receive appropriate support when they are vulnerable or at greater risk of harm.
- Learn how to keep themselves safe and recognise risks, including online.

2.5. Parents and Carers

Parents/carers have a responsibility to:

- Support the school's safeguarding policies, procedures and expectations, including those relating to behaviour, attendance, online safety and the use of technology.
- Work in partnership with the school to promote their child's safety, wellbeing and educational achievement.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Share any concerns about their child's welfare, behaviour, mental health, online activity or safety with the school at the earliest opportunity.
- Inform the school of any safeguarding concerns, including those that may arise outside school, which could affect their child's welfare or educational experience.
- Engage positively with early help, Family Help and other support services where concerns are identified and additional support is offered.

- Ensure their child attends school regularly, punctually and is ready to learn.
- Seek help and support from the school or other agencies.

3. Child Protection Procedures

3.1. Recognising Indicators of Abuse, Neglect and Exploitation

All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working together to safeguard children and Keeping children safe in education 2026. These are outlined locally within the West Midlands Regional Child Protection Procedures.

Prosper Together Multi Academy Trust recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

*For further information see **Appendix 1**.*

Prosper Together Multi Academy Trust recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse, neglect and exploitation can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

Prosper Together Multi Academy Trust recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

Prosper Together Multi Academy Trust recognises that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

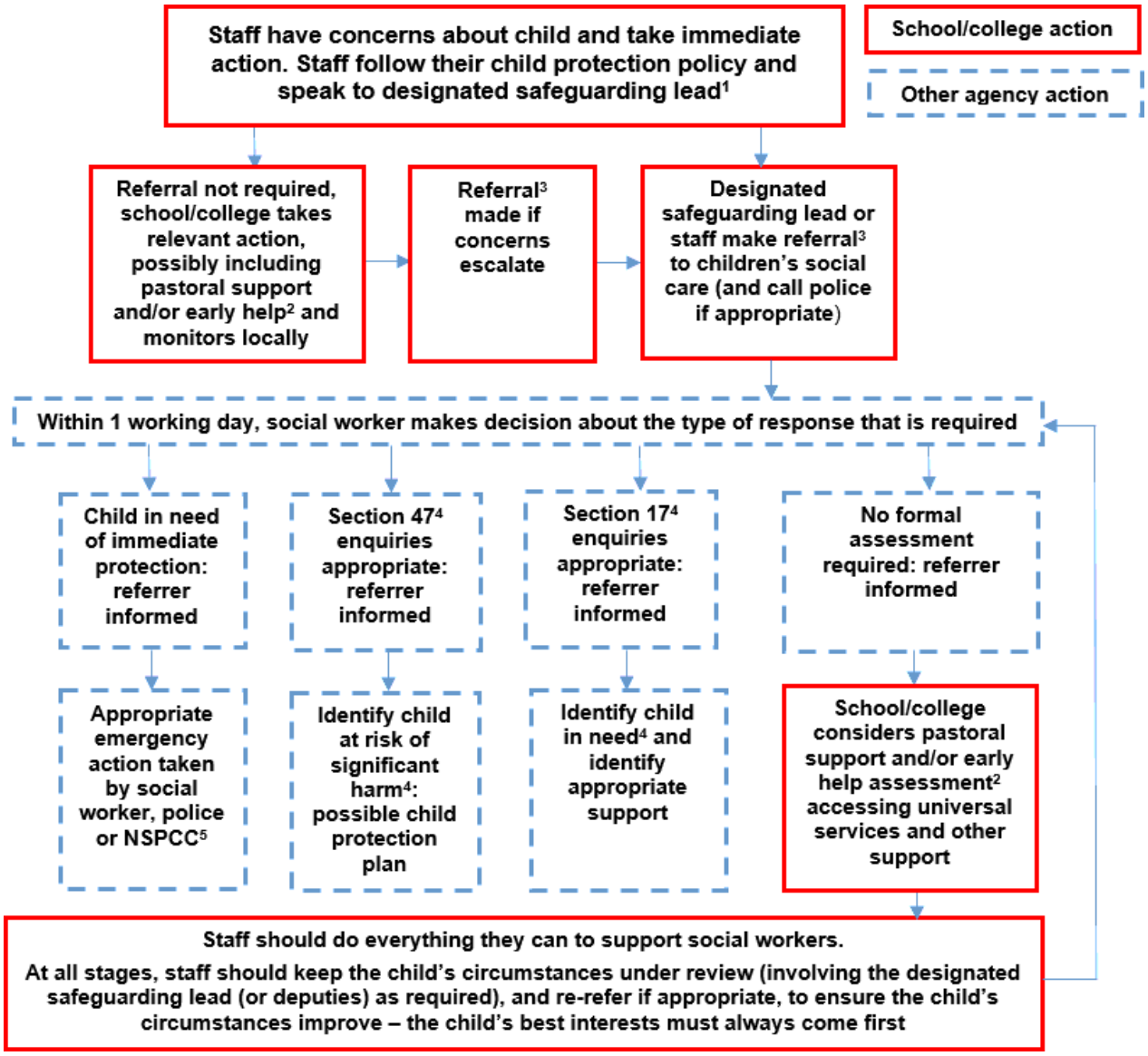
Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

By understanding the indicators of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Where there are concerns about a child, we will follow the flow chart below:



All members of staff are expected to be aware of and follow this approach if they are concerned about a child.

[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSIE 2026.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Working together to safeguard children (WTtSC) provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See WTtSC.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in chapter one of Working together to safeguard children.

[5] This could include applying for an Emergency Protection Order (EPO).

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

3.2. Responding to Child Protection Concerns

If staff are made aware of a child protection concern, they are expected to:

- Listen carefully to the concern and be non-judgmental.
- Reassure children that they have been heard and that they have done the right thing by speaking out.
- Only use open questions to clarify information where necessary, e.g., who, what, where, when or tell, explain, describe (TED).
- Never promise confidentiality to a child and explain that information may need to be shared with those who can help keep them safe.
- Be clear about boundaries and how the report will be progressed.
- Record the concern in line with school record keeping requirements.
- Report concerns immediately to the DSL or a DDSL.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to the Headteacher or a member of the senior leadership team and/or take advice from MASH. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

Where a safeguarding concern may involve prohibited items, evidence of abuse, exploitation, criminal activity or a risk of harm to a child or others, authorised staff may undertake searches and confiscate items, including electronic devices, in accordance with the school's Searching, Screening and Confiscation Policy, Behaviour Policy and DfE guidance. Any action taken will be proportionate, lawful and focused on safeguarding the child.

Prosper Together Multi Academy Trust will respond to concerns in line with the West Midlands Regional Child Protection Procedures.

- The full West Midlands child protection procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: https://westmidlands.procedures.org.uk/page/contents.

For children who live in Solihull, if we have concerns for a child, we may discuss them with Solihull Children's Social Work Services by calling the Multi Agency Safeguarding Hub (MASH) on 0121 788 4300.

Out of office hours, we will contact the Emergency Duty Team (EDT) on 0121 605 6060

If we think a child is in immediate danger, we will call the emergency services on 999.

For other local authority multi-agency safeguarding arrangements, please see **Appendix 2**.

Prosper Together Multi Academy Trust recognise that in situations where there are immediate child protection concerns for a child as identified in line with **Thresholds guidance,** it is NOT to investigate as a single agency, but to act in line with West Midlands procedures which may involve multi-agency decision making. Please note, Thresholds guidance is due to be updated in 2026-27.

The DSL may seek advice or guidance from a social worker within MASH who are the first point of contact for Children's Services.

All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Where it is identified a child may benefit from early help support the DSL (or deputy) will generally lead as appropriate and complete an early help assessment in partnership with the child/young person and their family.

We can access support for early help assessments from our SMBC early help coordinator, Deborah Harvey - dharvey@solihull.gov.uk.

Each school has an allocated early help coordinator. Please email earlyhelpcoordinators@solihull.gov.uk if you are not sure who your coordinator is.

You can find out more about early help in Solihull here: Early Help | Solihull Metropolitan Borough Council. You will also find the links to the Family helpline which is for families and professionals, and Family Hub information. Sessions are hosted by a range of partners. Signposting to foodbanks, travel passes, family support drop-in clinics and parent/carer sessions with the Education Participation and Advisory Service take place within the hubs.

The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the MASH if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving and these concerns are not being addressed through the appropriate review processes, or there is a concern regarding decisions made, the DSL will consider following Solihull Safeguarding Children Partnership's escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves: Escalation policy: Resolution of professional disagreements (procedures.org.uk).

Operation Encompass

Prosper Together Multi Academy Trust are working in partnership with West Midlands Police and Solihull Children's Services to identify and provide appropriate support to children who have experienced domestic abuse in their household; this scheme is called Operation Encompass.

On receipt of any information, the DSL will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with the Operation Encompass Joint Agency Protocol for Domestic Abuse. We will record and store this information in

accordance with the record keeping procedures around safeguarding the wellbeing of children and young people.

Parental consent

As a school, we recognise the important role that parents and carers play in safeguarding and promoting the welfare of children and young people. Wherever possible, concerns about a child's welfare will be discussed with parents and carers, and their consent will normally be sought before making referrals to early help, Family Help or other support services. However, consent will not be sought, or parental involvement may be delayed, if doing so would place a child at increased risk of harm, prejudice a child protection enquiry, compromise the prevention or detection of a crime, or otherwise be contrary to the child's best interests.

In such circumstances, the DSL will make decisions in consultation with relevant agencies and in accordance with local safeguarding procedures. The safety, welfare and best interests of the child will always be the school's paramount consideration. Appropriate information may be shared without consent where there is a lawful safeguarding reason to do so.

A decision by any professional not to seek parental permission before making a referral to Children's Services will be recorded and the reasons given.

Where a parent has agreed to a request for support/services, this will be recorded and confirmed on the multi-agency referral form (MARF). Where the parent is consulted and does not give permission further advice will be sought from MASH, unless to do so would cause undue delay. Any further advice and decision making will be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement will be recorded.
- Children's Services will be told that the parent has withheld her/his permission.
- The parent will be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made. The timing of this contact will be agreed with Children's Services.

For more detailed information about Parental engagement and consent, please see the document linked.

3.3. Recording Concerns

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on CPOMS, with the exception of lunchtime supervisors who will record the concern on a green form (available in the inclusion room) and pass onto a DSL without delay.

Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed. If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support. Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

3.4. Multi-Agency Working

Prosper Together Multi Academy Trust recognises and is committed to its responsibility to work within the West Midlands Child Protection and Procedures safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

Prosper Together Multi Academy Trust recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to West Midlands processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, core groups, strategy meetings, child in need meetings or other early help multi-agency meetings.

3.5. Confidentiality and Information Sharing

Prosper Together Multi Academy Trust recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2026.

Prosper Together Multi Academy Trust has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements.

Trust Data Protection Officer: James Plant; Email: dpo@ptmat.org.

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

(KCSIE 2026). DfE "Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners" provides further detail. A copy of this can be found in the staffroom on the Safeguarding notice board and on CPOMS.

The Headteacher and DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

3.6. Complaints

All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be found on the school website: https://www.windy-arbor.solihull.sch.uk/policies-1/.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk.

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The leadership team at Prosper Together Multi Academy Trust will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with our managing allegations policy. Any member of staff/volunteer/parent/carer can contact Solihull's local authority designated officer (LADO) lado@solihull.gov.uk 07795 128638 if they have a concern about an adult working/volunteering in our school.

4. Specific Forms of Abuse and Safeguarding Issues

Prosper Together Multi Academy Trust is aware of a range of specific forms of abuse and safeguarding issues that can put children at greater risk of harm. In addition to Part one, DSLs, school leaders and staff who work directly with children will read Annex B of KCSIE 2026 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to these types of abuse and safeguarding issues, they should speak with the DSL or a deputy.

4.1. Child-on-Child Abuse

Members of staff at Prosper Together Multi Academy Trust recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.

Prosper Together Multi Academy Trust recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual. (See further information in policy and Part 5 KCSIE).
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals.

Prosper Together Multi Academy Trust believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Prosper Together Multi Academy Trust recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between peers.

Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

The school recognises that child-on-child abuse can be influenced by harmful attitudes, beliefs and behaviours, including misogyny, sexism and other forms of prejudice. We recognise the Government's focus on tackling Violence Against Women and Girls (VAWG) and will not tolerate behaviour that normalises sexual harassment, sexual violence, abuse, coercion, intimidation or discrimination. All reports of such behaviour will be taken seriously, challenged and responded to appropriately.

Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g., when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

Note legislation is for state funded schools only and is not applicable to independent schools.

In order to minimise the risk of child-on-child abuse, the school will:

- Implement a robust anti bullying policy using see school policy for further details, assemblies, explicit online safety lessons.
- Provide age and ability appropriate PSHE through Jigsaw and additional support where necessary.
- Provide a RSE curriculum that is appropriate to the needs of all children.

For more detailed support refer to the school's Child-on-Child abuse Policy.

Prosper Together Multi Academy Trust wants children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Prosper Together Multi Academy Trust want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, reviewing educational approaches, following procedures as identified in other policies e.g., the school anti-bullying, behaviour and child protection policy, and where necessary and appropriate, informing the police.

The National Police Chief's Council (NPCC) has produced this resource which may be helpful: When to call the police.

Risk management measures should be considered in conjunction with behaviour, attendance, exclusion and safeguarding guidance, with decisions being child-centred and based on assessed risk.

4.2. Child-on-Child Sexual Violence and Sexual Harassment

Prosper Together Multi Academy Trust has a zero-tolerance approach to sexual violence or sexual harassment.

Harmful sexual behaviour

Prosper Together Multi Academy Trust recognises that children's sexual behaviour exists on a wide continuum, and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.-

We recognise the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence.

We will always challenge behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

We will always take a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual.

DSLs and their deputies have received training in HSB. We recognise that children displaying HSB may have experienced their own abuse and trauma and will ensure that they are appropriately supported. We will always consider HSB in the context or child protection.

- HSB framework and audit | NSPCC Learning
- Stop_It_Now_harmful_sexual_behaviour_prevention_toolkit_Oct_2020.pdf
- What is harmful sexual behaviour - Lucy Faithfull Foundation

Prosper Together Multi Academy Trust recognises sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally). It may may include sexual comments, sexualised language, sexual teasing, sexual assault, rape, online sexual harassment, sharing of nude or semi-nude images and videos, unwanted physical contact, upskirting, coercion, intimidation and other forms of harmful sexual behaviour. Sexual violence and sexual harassment are never acceptable.

We are aware that it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers

We maintain a culture where all concerns are taken seriously, victims are supported, and children feel safe to report concerns, knowing that they will be listened to and acted upon appropriately.

When responding to concerns relating to child-on-child sexual violence and sexual harassment, Prosper Together Multi Academy Trust will follow the guidance outlined in Part five of KCSIE 2026.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, that they will be supported and kept safe and supported throughout any safeguarding process.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report; staff responses will always be supportive and respectful. We will never downplay the seriousness of abuse that occurs online or outside of school.

All reports of sexual violence, sexual harassment and harmful sexual behaviour will be managed in line with KCSIE 2026 and local safeguarding procedures. Concerns will be reported immediately to the DSL, who will undertake a risk and needs assessment and determine the most appropriate course of action. The needs and wishes of the victim will be central to decision-making, whilst ensuring that all children involved receive appropriate support and intervention.

In responding to incidents, the school will carefully consider the ongoing safety and wellbeing of all children involved. This may include implementing protective measures such as increased supervision, safety plans, changes to teaching groups, timetables, transport arrangements, social

times or other arrangements necessary to reduce risk and prevent further harm. Decisions will be informed by a robust risk assessment and reviewed regularly.

The school will work closely with parents/carers, children's social care, the police and other relevant agencies where appropriate. There may be occasions when the children involved do not require referral to statutory services but may benefit from early help. Information will be shared in accordance with data protection legislation and safeguarding responsibilities, ensuring that the welfare of children remains the paramount consideration.

We acknowledge that children may not find it easy to tell staff about their abuse verbally. Staff are aware that children's behaviour may suggest that they have been harmed or something is wrong. Reports of abuse may be indirect through friends or overheard by others. All concerns will be acted upon immediately and discussed with the DSL (or their deputy).

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school staff, and, any other related issues or wider context.

We acknowledge that there may be times when we must balance the victim's wishes against our duty to protect the victim and other children. If the DSL decides to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and appropriate specialist support will be offered.

If a referral to local authority children's social care and/or the police is being made, then, the DSL will consult with those agencies to determine next steps, including how and when to inform the alleged perpetrator(s) of the allegations.

We recognise that a child who has displayed harmful sexual behaviour should be given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Support (and sanctions) will be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children.

When considering our response, we will be guided by the following policies and guidance:

Keeping children safe in education 2026 (comes into force from 1 September 2026)

Behaviour in schools - GOV.UK

School suspensions and permanent exclusions - GOV.UK

If at any stage the DSL is unsure how to proceed, advice will be sought from MASH.

You may want to share details of support available:

HORIZON SARC – Sexual Assault Referral Centre

West Midlands Regional CYPSAS

4.3. Nudes, Semi-Nudes, Including Where-Generated by AI

For the purposes of this policy, the term 'making or sharing nudes and semi nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

We use Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK to guide our response to incidents and safeguarding children.

Prosper Together Multi Academy Trust will always take a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

Our primary concern at all stages will be the welfare, protection and best interests of the child or children involved.

When made aware of concerns involving making or sharing nudes and semi nudes by children, staff are advised to:

- Report any concerns to the DSL immediately.
- Never intentionally view, copy, print, share, store or save nude or semi-nude images of a child. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

Where necessary and proportionate, authorised staff may confiscate a device in accordance with the school's Searching, Screening and Confiscation Policy. Devices should be secured and not viewed unnecessarily. Advice should be sought from the DSL and, where appropriate, the police.

When made aware of a concern involving making or sharing nudes and semi nudes:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- The DSL will complete a risk assessment where appropriate, considering the welfare of all children involved, any ongoing risks, support needs and whether wider safeguarding concerns are present.
- Appropriate support will be provided to all children involved, recognising that a child may be both vulnerable and in need of support regardless of whether they are considered to have shared or created imagery.

- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to MASH and/or the police immediately if:
    - The incident involves an adult (over 18).
    - There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
    - The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
    - A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed later.

We will follow the guidance here when managing incidents:

Searching, screening and confiscation in schools - GOV.UK

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

If DSLs are unsure how to proceed, advice will be sought from MASH.

4.4. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Prosper Together Multi Academy Trust recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. This may be in exchange for something the child needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence, threats of violence or intimidation. CSE and CCE can affect children, both male and female, regardless of age, sex, ethnicity or background. They may also involve children being moved (including through trafficking) for the purpose of exploitation. Staff should be alert to the signs of exploitation and understand that victims may not always recognise they are being abused.

Any concerns that a child may be experiencing, or is at risk of, CSE or CCE must be reported immediately to the DSL. The school will work with parents/carers, Children's Social Care, the police and other agencies as appropriate to ensure children receive timely support and protection.

4.5. Serious Violence

Prosper Together Multi Academy Trust recognises that involvement in serious violence may have a significant impact on a child's safety, welfare and wellbeing.

Staff understand that the likelihood of involvement in serious violence may be increased by vulnerability, social and emotional needs, adverse childhood experiences, criminal exploitation and exposure to violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, increased use of social media linked to violence, or evidence of exploitation, including county lines activity.

Any concerns regarding serious violence will be reported to the DSL and responded to in line with other child protection concerns. The school will work with parents/carers, Children's Social Care, the police and other relevant agencies, as appropriate, to safeguard children and reduce the risk of harm.

Where a child is affected by, or at risk of, serious violence, staff will take concerns seriously, listen to the child's views, assess any immediate risks, and work in a child-centred way to ensure appropriate support, protection and intervention are provided.

4.6. Domestic Abuse

All staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

4.7. Honour or Faith-Based Abuse (Including Female Genital Mutilation and Forced Marriage

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and concerns should be responded to in line with other safeguarding concerns. Staff will report any concerns about so-called HBA to the DSL (or a deputy).

The DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children’s social care.

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

This duty only applies to teachers. See **Appendix 2** for additional information about FGM and the duties placed upon teaching staff.

4.8. Preventing Radicalisation

Prosper Together Multi Academy Trust is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

Prosper Together Multi Academy Trust recognises that children ~~are~~ may be susceptible to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow including using the national referral form to make a Prevent referral in parallel to a MASH referral.

We will follow Managing risk of radicalisation in your education setting - GOV.UK and The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK when determining our response to concerns.

4.9. Cybercrime

Prosper Together Multi Academy Trust recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to using the Cyber Choices lesson plans (https://www.wmcyber.org/educators/), which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

Where there are concerns about 'cyber-enabled' crime such as fraud, online criminal exploitation, child sexual abuse and exploitation or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

5. Supporting Children Potentially at Greater Risk of Harm

5.1. Safeguarding Children with Special Educational Needs or Disabilities (SEND)

Prosper Together Multi Academy Trust acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect both on and offline.

Prosper Together Multi Academy Trust recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges.

Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDCO to plan support as required.

5.2. Children Requiring Mental Health Support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health problems can also develop into safeguarding concerns.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

We recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

The school has trained Mental Health First Aiders:

- Joanna Curry (Head Teacher)
- Emma Lane (DSL)

At the school we will, in most instances, engage with both the victim's and the alleged If DSLs are unsure how to proceed, advice will be sought from MASH.

5.3. Children Who Are Absent from Education

Children who are absent from education, particularly for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation – particularly county lines.

Where the school have concerns that a child is absent from education, we will respond in line with our statutory duties and local policies. Local support is available via the Education Participation Advisory Service (EPAS).

5.4. Elective Home Education

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national elective home education guidance and local Solihull guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

We will consider whether there are any existing or emerging safeguarding concerns and ensure appropriate information is shared with relevant agencies where necessary.

Our approach is guided by:

Elective home education - GOV.UK

Elective home education

5.5. Children Who Are Missing Education

Children missing education (CME) are children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at a school. They share the same vulnerabilities as children who are absent from education.

They are:

- Children whose whereabouts are known but they do not have any educational provision in place
- Children whose whereabouts are unknown and therefore so is their educational provision

Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the Education Participation Advisory Service (EPAS).

5.6. Looked After Children, Previously Looked After Children and Care Leavers

Prosper Together Multi Academy Trust recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and that a previously looked after child also potentially remains vulnerable.

Staff recognise that looked after children, previously looked after children and care leavers may face additional barriers to education, attendance, mental health and wellbeing and may be more vulnerable to safeguarding concerns.

All staff have the skills, knowledge and understanding to keep looked after children safe.

The DSL will hold details of social workers working with children in the school and the name of the virtual school head in the authority looking after them so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

The school recognises that looked after children, previously looked after children, children in kinship care and care leavers may have experienced adversity, trauma, loss and instability. Staff will take this into account when planning support and responding to behaviour, attendance, wellbeing and safeguarding concerns.

Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

The school has appointed a 'designated teacher' (name, role) who works with local authorities to promote the educational achievement of registered pupils who:

- Are looked after.
- Are previously looked after children including, through adoption, special guardianship or child arrangement orders.
- Were adopted from state care outside England and Wales.

The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The designated teacher has received appropriate training, the relevant qualifications and experience. They work with the child's virtual headteacher to discuss how pupil premium plus to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The school recognises that virtual school heads also have a non-statutory responsibility to promote the educational outcomes of children in kinship care. Where appropriate, the school will work with the virtual school head and other relevant professionals to support children living in kinship arrangements and to help remove barriers to their education.

Where the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the local authority via MASH.

The school recognises that care leavers may continue to require support as they transition to adulthood and may remain vulnerable to safeguarding risks. Where a child is leaving care, the DSL will hold details of the local authority personal advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7. Children Who Are Lesbian, Gay or Bisexual

The school recognises that being lesbian, gay or bisexual (LGB) is not a safeguarding issue. However, children who are LGB may experience bullying, prejudice, discrimination, harassment, social isolation or abuse, including online. Such experiences can have a significant impact on a child's wellbeing, attendance, mental health and educational outcomes.

Staff will be alert to the potential vulnerabilities and additional barriers that some LGB children may face and will respond appropriately to any concerns. Any incidents of bullying, harassment, discrimination or abuse will be taken seriously and managed in accordance with the school's behaviour, anti-bullying, child protection and equality policies.

The school is committed to providing a safe, inclusive and respectful environment where all children are valued, listened to and supported.

5.8. Children Who Are Questioning Their Gender

The school recognises that questioning a child's gender does not, in itself, make a child vulnerable. However, some children who are questioning their gender may experience distress, anxiety, social isolation, bullying, prejudice, discrimination, harassment or other safeguarding concerns and may therefore require additional support.

Staff will take all concerns raised by or about a child seriously and will respond in a child-centred manner. Any safeguarding concerns will be managed in accordance with this policy, taking account of the child's age, developmental stage, wishes and feelings, individual circumstances and any known vulnerabilities.

The school will work in partnership with parents/carers and relevant agencies, where appropriate, to promote the child's welfare and educational outcomes. Decisions will be made on a case-by-case basis, with the child's best interests remaining the paramount consideration.

Any incidents of bullying, abuse, harassment, discrimination or victimisation will be taken seriously and responded to in line with the school's behaviour, anti-bullying, equality and safeguarding policies.

Our approach will be informed by KCSIE 2026, with particular regard when considering requests for support with social transition (and support for children who wish to detransition). We will always comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition alongside our safeguarding duties.

6. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Prosper Together Multi Academy Trust will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Prosper Together Multi Academy Trust will ensure online safety is safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

Prosper Together Multi Academy Trust identifies that the breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **Content**
- being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact**
- being subjected to harmful online interaction with other users or generative AI applications that simulate this. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct**

- personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, including those generated using AI and online bullying, and online bullying.

- **Commerce**

- risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Prosper Together Multi Academy Trust recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety including provision of filtering and monitoring, supported by an annual risk assessment which considers and reflects the risks our children face.

The headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the Local Advisory Board.

6.1. Policies and Procedures

The DSL has overall responsibility for online safety, including filtering and monitoring within the school but will liaise with other members of staff, including IT technicians, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies.

- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Prosper Together Multi Academy Trust uses a wide range of technology. This includes: computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

- All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Prosper Together Multi Academy Trust recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2026 and EYFS 2025 (remove reference for settings without EYFS provision) Prosper Together Multi Academy Trust has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community.

These policies can be found on the school online portal Access, on the W drive and CPOMS.

Our practice is guided by:

Generative artificial intelligence (AI) in education - GOV.UK

Online safety (e-safety) and schools | NSPCC Learning

Parents and Carers - UK Safer Internet Centre

These resources may also be helpful:

Online Safety, Safeguarding, Security and Training | SWGfL

LGfL Safeguarding - Keeping Children Safe | LGFL

6.2. Appropriate Filtering and Monitoring

Prosper Together Multi Academy Trust will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.

We review of the effectiveness of our systems at least once every academic year. Reviews are carried out by the SLT member responsible for filtering and monitoring, with the support of the school's DSL and IT support. These include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record is kept of these checks.

If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, Prosper Together Multi Academy Trust will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Prosper Together Multi Academy Trust acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

6.3. Online Safety

Guidance on e-security is available from the National Education Network. In addition, KCSIE 2026 suggests schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

Prosper Together Multi Academy Trust is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in list name of relevant policies e.g., information security, acceptable use policies and/or online safety policy. These policies should address expectations with regards information security and access to systems e.g., password safety etc.

Prosper Together Multi Academy Trust will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.4. Staff and Governor Training

Prosper Together Multi Academy Trust will ensure that all staff and governors receive online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of induction. This training will be regularly updated. Ongoing online safety training and updates for all staff and governors will be integrated, aligned and considered as part of our overarching safeguarding approach.

6.5. Educating Learners

Prosper Together Multi Academy Trust will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' and DfE 'Teaching online safety in school' guidance.

6.6. Working with Parents and Carers

Prosper Together Multi Academy Trust will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

- Providing support on our weekly newsletter
- Specific online safety newsletters
- Specific online support from DSL, DDSL, IT support technician
- Parent workshops
- Voluntary organisations/charities available at parents evening.

6.7. Remote Learning

Specific guidance for DSLs and SLT regarding remote learning is available at DfE: Safeguarding and remote education and Providing remote education: guidance for schools - GOV.UK.

Prosper Together Multi Academy Trust will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g., Google Classroom, Microsoft 365 or equivalent.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy/code of conduct and Acceptable Use Policies.

Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

When delivering remote learning, staff will follow our Remote Learning/Acceptable Use Policy (AUP). If schools/colleges do not have a remote learning AUP, key messages and expectations should be included within this policy or added within existing AUPs.

Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Prosper Together Multi Academy Trust will continue to be clear who from the school (if anyone) their child is going to be interacting with online.

Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

6.8. Mobile Phone Policy

Our arrangements are guided by the Children's Wellbeing and Schools Act 2026, the DfE Mobile Phones in Schools statutory guidance, Behaviour in Schools guidance and Keeping Children Safe in Education.

See school policy

National government guidance can be found here: Mobile phones in schools - GOV.UK

Local Solihull guidance can be found here: https://www.solihullirl.co.uk

7. Staff and Governor Engagement and Expectations

7.1. Awareness, Induction and Training

All members of staff and governors have been provided with a copy of Part one or annex A of KCSIE 2026 which covers safeguarding information for staff. Annex A KCSIE 2026 should be read by leaders and those staff who work directly with children.

- School leaders, including the DSL will read KCSIE in its entirety.

- School leaders and all members of staff who work directly with children will read Part One and Annex A.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This confirmation must be signed on the Trust's Access portal.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction.

This will be provided with a face-to-face meeting from the DSL or DDSL and further training will be online via one of the following sources: sss.cpd, The Key safeguarding or National College, from safeguarding bulletins from DSLs and phase/staff meetings. All in line with any advice from local safeguarding partners.

CSAWS will be used for whole school safeguarding training.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues and are equipped with the relevant skills and knowledge to safeguard children effectively; this training will be updated at least annually.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will be provided with a face-to-face meeting from the DSL or DDSL and further training will be online via one of the following sources: sss.cpd, The Key safeguarding or National College, from safeguarding bulletins from DSLs and phase/staff meetings. CSAWS will be used for whole school safeguarding training.

Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies. Staff are regularly consulted through staff and phase meetings and through the school inclusion team and staff surveys.

We have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

The DSL and headteacher/principal will provide an annual report to the Local Advisory Board detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole Trust and school approach to safeguarding.

Local Advisory Board governors will receive training, regular updates from the DSL/DDSL and online training that is relevant for their post in order to be able to support the school with its strategic approach to safeguarding.

7.2. Safer Working Practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school behaviour policy/code of conduct which is shared with them as part of induction, training and regular updates.

The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the child protection policy and are aware of the school expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).

Staff will be made aware of the school's behaviour policy, physical intervention/restrictive intervention procedures and other relevant safeguarding policies through induction, training and regular updates.

Staff will manage behaviour effectively to maintain a safe and positive learning environment and will have an understanding of the needs, vulnerabilities and individual circumstances of all children, including those with SEND and additional needs.

Any physical intervention and/or use of reasonable force will be in accordance with school policy, statutory guidance and DfE guidance on the use of reasonable force, and will always be reasonable, proportionate and necessary to safeguard children and others.-

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, Acceptable Use Policies, and social media.

7.3. Supervision and Support

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and emotionally demanding. We also recognise the value of professional discussion and reflection, particularly in complex situations, to support effective safeguarding decision-making.

The school has clear arrangements for safeguarding training, development, support and guidance. Staff receive appropriate support from the DSL and safeguarding team and are encouraged to discuss any concerns they may have about the welfare of children. Staff who work directly and regularly with children whose safety and welfare are at risk will have access to regular supervision and support in accordance with the Trust's supervision policy.

8. Safer Recruitment and Allegations

8.1. Safer Recruitment and Safeguarding Checks

Prosper Together Multi Academy Trust is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with ~~our~~ children and young people.

Prosper Together Multi Academy Trust will follow relevant guidance in KCSIE 2026 (Part three, 'Safer Recruitment'), relevant employment legislation and from The Disclosure and Barring Service (DBS).

The Local Advisory Board/management committee and leadership team are responsible for ensuring that safer recruitment procedures are implemented and monitored effectively.

The Local Advisory Board/management committee will ensure that at least one person conducting an interview has completed safer recruitment training. In addition, those involved in the recruitment and employment of staff working with children will receive appropriate safer recruitment training in line with KCSIE 2026.

The Trust maintains an accurate Single Central Record (SCR) in line with statutory requirements.

Prosper Together Multi Academy Trust is committed to complying with statutory guidance regarding disqualification under the Childcare Act 2006 and associated regulations where applicable.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, court orders, cautions, reprimands, warnings or other relevant matters.

Where the school commissions alternative provision, it remains responsible for the safeguarding and welfare of the child and will obtain written confirmation that appropriate safeguarding checks have been undertaken.

8.2. Allegations and Concerns Raised in Relation to Teachers, Including Supply Teachers, Other Staff, Volunteers and Contractors

The school will respond to allegations in line with the local Solihull arrangements and Part four of KCSIE 2025. In depth information can be found within the Trust 'Managing Allegations against Staff' and employee code of conduct policy. This can be found on the W drive and Access Portal.

Any concerns or allegations about staff, including supply teachers, volunteers, contractors and governors, will be recorded and dealt with appropriately in line with national and local guidance. This includes concerns that meet the allegation (harm) threshold and concerns that do not meet the harm threshold ('low-level concerns').

Ensuring concerns are identified, reported, recorded and managed effectively helps to safeguard children protects those working in or on behalf of the school from potential false allegations or misunderstandings.

Where headteachers/principals are unsure how to respond, including whether it meets the harm thresholds, advice will be sought from the Local Authority Designated Officer (LADO).

8.3. Organisations or Individuals Using School Premises

If we receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

8.4. Concerns That Meet the Harm Threshold

Prosper Together Multi Academy Trust recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they

continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations against staff which meet this threshold will be referred immediately to the headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of the Local Advisory Board (LAB) or Chief Executive Officer (CEO) who will contact the LADO. In the event of concerns/allegations about the Trust CEO should be reported directly to the LADO.

8.5. Concerns That Do Not Meet the Harm Threshold

Prosper Together Multi Academy Trust may also need to act in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and that do not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Our process and procedures for sharing low-level concerns is in the first instance to be shared with the Headteacher and/or DSL.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. The Headteacher/DSL should complete the Low-level concern form and store it securely on the Trust's system.

The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures. Records are kept confidentially, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) They are held separately from personnel files in a secure electronic safeguarding system with access restricted to the headteacher, DSL and other authorised members of the senior leadership team.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Records will be retained in accordance with the school's retention schedule and, as a minimum, until the individual has left employment.

Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct – this includes what a low-level concern is and the importance of sharing them.

Staff are encouraged to self-refer where they believe their actions may have been misinterpreted or may have fallen below the standards expected within the staff code of conduct.

If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

8.6. Safe Culture

As part of our approach to safeguarding, the Trust has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the Trust safeguarding regime. The leadership team at Prosper Together Multi Academy Trust will take all concerns or allegations received seriously.

All members of staff are made aware of the school whistleblowing procedure. All staff are expected to report concerns about the conduct of colleagues that may pose a risk to children. Failure to do so may be treated as a disciplinary matter.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (08:00 to 20:00 PM Monday to Friday, 09:00–18:00 at weekends) or email help@nspcc.org.uk.

Prosper Together Multi Academy Trust has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, and who has been removed from regulated activity (paid or unpaid), or would have been removed had they not left their post.

We are guided by: The legal duty to refer to DBS - GOV.UK

If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

9. Opportunities to Teach About Safeguarding

Prosper Together Multi Academy Trust will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This includes teaching pupils about safeguarding, relationships, health and wellbeing, and online safety through Relationships Education (primary schools), Health Education, and other curriculum opportunities.

We recognise that the Trust play a vital role in helping children understand what constitutes safe and respectful behaviour, recognise risks, including those that occur online, understand when they or others may be at risk of harm, abuse, exploitation or neglect, and know how and where to seek help.

Our curriculum provides opportunities to develop self-awareness, self-esteem, social and emotional understanding, resilience, assertiveness and decision-making skills, enabling pupils to identify risks and access appropriate support for themselves and others.

Through the curriculum, pupils will be taught about respectful relationships, consent, boundaries, equality, healthy behaviours, misogyny, sexual harassment and violence, and how to seek help if they experience or witness harmful behaviour. This forms part of the school's contribution to preventing Violence Against Women and Girls (VAWG).

Prosper Together Multi Academy Trust recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for children with additional vulnerabilities, including children with SEND, children who have experienced abuse, and those with contextual safeguarding risks.

Our Trust systems support children to talk to a range of trusted adults. Children will be listened to, their views taken seriously, and their concerns acted upon appropriately.

10. Physical Safety

10.1. Use of Reasonable Force

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm or other restrictive interventions to safeguard children, prevent harm to themselves or others, prevent serious damage to property, or maintain good order and discipline.

Any use of reasonable force will be lawful, necessary, proportionate and in accordance with statutory guidance, including Use of reasonable force and other restrictive interventions guidance.

Further information regarding our approach and expectations can be found in our behaviour policy and use of reasonable force and other restrictive interventions policy.

10.2. The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school facilities/premises, the Headteacher and the Local Advisory Board will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant that safer recruitment and safeguarding checks have been carried out, as appropriate, on staff and volunteers working with children.

The school will consider the safeguarding arrangements of any organisation using its premises and will not permit use where adequate safeguarding assurances cannot be obtained. Further information can be found in the external lettings policy.

Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with these requirements may lead to termination of the agreement.

10.3. Sport

The Trust recognises that children taking part in sport and physical activity may be vulnerable to specific safeguarding risks. We will ensure that appropriate safeguarding arrangements are in place for all school-led sporting activities and will seek assurance that external sports providers using school premises have appropriate safeguarding policies, procedures, safer recruitment practices and training in place. Any concerns arising from sporting activities will be managed in accordance with this safeguarding and child protection policy.

11. Local Support

All members of staff in Prosper Together Multi Academy Trust are made aware of local support available.

11.1. LADO

Local Authority Designated Officer (LADO)

lado@solihull.gov.uk

07795 128638

11.2. Children's Services

Solihull Children's Social Work Services MASH Team - 0121 788 4300

Education representatives within the MASH team:

- Wendy Hillier - 0121 788 4364
- Louise Underwood - 0121 788 4449
- masheducation@solihull.gov.uk.

These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.

Emergency Duty Team (EDT) 0121 605 6060

Multi-agency referral form

11.3. West Midlands Police

101 or 999 if there is an immediate risk of harm.

Supervisor
Tim Bruton PS 0188 **tim.bruton@westmidlands.police.uk**
Tel: 07557 257 116

School team email at Solihull
sh_school@westmidlands.police.uk

Early help team at Solihull
SH_EARLYHELP@westmidlands.police.uk

11.4. West Midlands Police Violence Reduction Unit (VRU)

West Midlands Violence Reduction Unit (westmidlands-vru.org)

11.5. Solihull Safeguarding Children's Partnership (SSCP)

Solihull Safeguarding Children Partnership (SSCP) for:

- Practitioners' toolbox
- Thresholds guidance
- Early help
- SSCP training portal

11.6. Adult Safeguarding

Professional Safeguarding concern | solihull.gov.uk

Adult Social Care via 0121 704 8007 ccadults@solihull.gov.uk

12. Approval and Version Control Record

Document Revision Date

Version	Date	Revision Reason
1	September 2025	Annual review.
1.1	September 2026	Annual review. Small amendments/additions include: additional bullet point to Section 3.2, detail added to update Categories of Abuse (Appendix 1), additional NSPCC contact information (Appendix 2.6), KSCIE rationale, revised questions and further guidance added to the Lettings Checklist for Providers (Appendix 4), and amendments to formatting (e.g. additional sub-headings) for clarity.

Approval

Date	Approved by
September 2025	Full Trust Board (24/09/25).
September 2026	Full Trust Board (16/09/26). Signed by: C.Phillips (Safeguarding Trustee) on behalf of Trust Board, N.Reilly (Trust Safeguarding Lead) and S.Timmins (Chief Executive Officer).

Appendix 1 – Categories of Abuse

All staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Staff should recognise that abuse may be associated with exploitation, including child sexual exploitation, child criminal exploitation, modern slavery, county lines activity and other forms of harm. Extrafamilial harm in Solihull is referred to as harm outside the home (HOTH).

1.1. Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

Abuse can take place face-to-face, online, or through a combination of both.

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

The indicators listed below are not intended to be exhaustive. Individual indicators rarely provide conclusive evidence of abuse and may have other explanations. Staff should be alert to patterns of behaviour, changes from a child's normal presentation, the child's context and vulnerabilities, and should always report concerns in accordance with the school's safeguarding procedures.

1.2. Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their Trust's policy and procedures for dealing with it.

Where we have concerns that a child may be being sexually abuse, we use Signs and indicators of child sexual abuse | CSA Centre to inform the actions we then take. Using the hyperlinked template and other CSA resources is best practice.

Signs that **may** indicate sexual abuse:

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance

- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting.

1.3. Physical Abuse

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

Where we have concerns that a child is being physically abused because we have noticed bruising, we use: Bruising including Child Protection Medical Assessments to inform our actions. Using the hyperlinked toolkit is best practice.

Signs that **may** indicate physical abuse:

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

1.4. Emotional Abuse

This is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that **may** indicate emotional abuse:

- Excessive fear of making mistakes or overreaction to criticism
- Low self-esteem or lack of confidence
- Self-harming
- Eating difficulties or eating disorders
- Sudden changes in behaviour or emotional presentation
- Extremes of passivity, withdrawal and/or aggression
- Substance misuse including drugs and alcohol
- Fear of parents/carers being contacted
- Unwillingness or inability to participate in play or social activities
- Anxiety, depression or emotional distress
- Difficulties forming or maintaining relationships with peers
- Excessive need for approval, attention, and affection.

1.5. Neglect

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

We use a range of tools and information to inform our practice where neglect is known or potentially indicate: **Neglect resources and information SSCP**. This includes the SSCP's neglect screen tool.

Laura Woods is trained to support, in partnership with other agencies, families through use of the Grade Care Profile (GCP2).

Signs that **may** indicate neglect:

- Persistent unmet basic needs
- Poor attendance or repeated absence

- Developmental delay
- Poor nutrition
- Lack of appropriate supervision
- Social isolation
- Low self-esteem
- Repeated failure to access medical or dental care.

Appendix 2 – Support Organisations

2.1. Solihull Council Contacts

- Solihull Children's Social Work Services MASH Team 0121 788 4300

- Education representatives within the MASH team – Wendy Hillier and Louise Underwood - 0121 788 4364/4449 - masheducation@solihull.gov.uk . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
- Education representatives within the multi-agency child protection team (MACPT) team – Nick Walker Telephone - 0121 788 4449 macpteducation@solihull.gov.uk.
- Emergency Duty Team (EDT) 0121 605 6060.
- Multi-agency referral form.
- Local Authority Duty Officer (LADO) – lado@solihull.gov.uk 07795 128638.
- SMBC Adult Social Work one stop referral – 0121 704 8007 ccadults@solihull.gov.uk.

2.2. Birmingham Contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888.
- Refer a child who you're concerned about | Refer a child who you're concerned about | Birmingham Children's Trust.

2.3. Coventry Contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555.
- Coventry's Multi Agency Safeguarding Hub (MASH) – Coventry City Council.

2.4. Warwickshire Contacts

- Family Connect: 01926 414144.
- Emergency Duty Service 01926 886922 outside office hours only.
- Child abuse concerns - Warwickshire County Council.

2.5. Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)
- Emergency Duty Team (EDT) on 01905 768020 outside office hours
- Refer to Children's Social Care | Worcestershire County Council.

2.6. Additional Support

Solihull Council school extranet safeguarding pages

My Solihull Maps

The Waiting Room Birmingham and Solihull wellbeing services

Solar

SIAS (Solihull Integrated Addiction Services)

Kooth

NSPCC Report abuse in education

- Helpline 0800 136 663 or help@nspcc.org.uk
- NSPCC Whistleblowing Advice Line: **0800 028 0285**
- Report Abuse in Education: **0800 136 663** / help@nspcc.org.uk

National organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for staff

- Education Support: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for learners

- ChildLine: www.childline.org.uk
- Papyrus (suicide prevention): www.papyrus-uk.org
- The Mix (mental health support): www.themix.org.uk
- Shout (mental health support): www.giveusashout.org
- Fearless (information and advice about crime and criminality): www.fearless.org
- Victim Support: www.victimsupport.org.uk
- Shore (safe space for teenagers to talk about sexual behaviours) Home - Shore

Support for adults

- Family Lives (parenting and family support): www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org

- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout (mental health support): www.giveusashout.org
- Advice now (legal advice and signposting): www.advicenow.org.uk
- Mankind (support for men who have been sexually abused): www.mankindcounselling.org.uk

Support for children with SEND

- Respond (support for people with learning disabilities and autism who have experienced abuse, violence or trauma): www.respond.org.uk
- Mencap: www.mencap.org.uk
- NSPCC: Safeguarding children with SEND
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Substance misuse

- SIAS - Supporting recovery | Reducing harm | Rebuilding lives
- We are with you (formerly Addaction): https://www.wearewithyou.org.uk/
- Talk to Frank: www.talktofrank.com

Domestic abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Operation Encompass **Home: Operation Encompass**
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline (help for domestic abuse perpetrators to stop): https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour-based abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

- Mandatory reporting of female genital mutilation: procedural information - GOV.UK

Child-on-child abuse, including bullying, sexual violence and harassment

- Centre of Expertise on Child Sexual Abuse: Home | CSA Centre
- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: https://www.ceopeducation.co.uk/professionals/guidance/disrespect-nobody/
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Kidscape: www.kidscape.org.uk
- National anti-bullying helpline Information and advice about all forms of bullying

Online safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get Safe Online: www.getsafeonline.org
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with family members in prison

- SSCP guidance to support children with parents in prison
- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/
- Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds and 12-17 year olds.

Appendix 3 – Safeguarding Policies and Procedures

Policies, procedures and requirements	Where you will find the policy/procedure
Child protection (including online safety, low level concerns policy and child-on-child abuse as required by KCSIE 2026)*	CPOMS library, W:Drive, School Website and Access People
Looked after and previously looked after children – designated teacher*	W:Drive and School Website
Pupil Premium statement*	W: Drive and School Website
Mental health and wellbeing	Access People
Equality information and objectives*	W:Drive and School Website
Special educational needs and disabilities*	School Website
Accessibility plan*	W:Drive
Premises management documents*	W:Drive
Health and safety*	W:Drive
Risk assessments*	W:Drive
First aid*	W:Drive
Lettings	W:Drive
Attendance and children missing education	W:Drive and School Website
Behaviour in schools (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)*	W:Drive and School Website
Behaviour principles written statement* (maintained)	W:Drive and School Website
Exclusions*	W:Drive (within Behaviour Policy)
Online safety (including how school is meeting the filtering and monitoring requirements of the digital and technology standards for schools, staff responsibilities, safeguarding response procedures and digital safeguarding)	W:Drive
Acceptable use of social media	W:Drive

Mobile and smart technology/Mobile phone	W:Drive
Date protection and information sharing*	Access People and CPOMS Library
Protection of biometric information*	Access People
Information and cyber security	W:Drive
Children with health needs who cannot attend school*	W:Drive
Supporting children with medical conditions in school/Medicines in school*	W:Drive
Personal and intimate care	W:Drive
Staff discipline, conduct and grievance (procedures for addressing)*	Access People
Staff behaviour/code of conduct (including reference to low level concerns, managing allegations against staff, supply staff, volunteers and contractors and whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media policies as required by KCSIE 2026)	W:Drive
Statement of procedures for dealing with allegations of abuse against staff*	Within CP policy, CPOMS library, School Website, W:Drive
Safer recruitment	Access People
Single central record of recruitment and vetting checks*	In place – School Business Manager
Visitors' protocol	W:Drive and handed to visitors from the office
Governor code of conduct	GovernorHub
Governor training record	Running record added to by Clerk to Governors
Early years foundation stage*	School Website
Relationships and sex education*	W:Drive and School Website
Drug and alcohol education/managing substance related incidents	W:Drive
Educational visits	E visits
School complaints*	School Website

Whistleblowing*	W:Drive
Confidentiality	Access People and within CP policy and other policies

Appendix 4 – Lettings Checklist for Providers Using the School Site

Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

KCSIE 2026

Name of school providing the letting: ……

Name of provision letting: ……

Agency/Sector (e.g. education, early years, childcare, over 8 years play work, health):

……

Owner of provision (name and signature): ……

Manager of provision (name and signature): ……..

Appendix 4.1 - Confirmation of Safeguarding Arrangements for Letting Agreements

Designated Safeguarding Lead (DSL)	**YES**	**NO**
Name of DSL:		
Has the DSL completed appropriate safeguarding training and receives regular safeguarding updates?	**YES** **If yes, date attended:**	**NO**
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three-year basis. In addition, regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	**YES** **If yes, date attended:**	**NO**
Have all staff working with children read or been appropriately inducted to Part One of Keeping Children Safe in Education 2026 (or equivalent safeguarding guidance relevant to their sector)?	**YES**	**NO**
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	**YES**	**NO**
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	**YES**	**NO**
Are staff and leaders clear on how to act in the event of specific safeguarding concerns particularly how to act to safeguard pupils who are at risk of or experiencing child criminal and sexual exploitation, child-on-child abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals), mental health concerns, and/or domestic abuse?	**YES**	**NO**
Where children access digital technology, does the organisation have appropriate online safety, filtering, monitoring and reporting arrangements in place?	**YES**	**NO**
Does the provision have an up-to-date safer recruitment policy and procedures which are applied to every appointment?	**YES**	**NO**

Has the chair of each recruitment panel attended safer recruitment training in line with Solihull SSCP requirements?	**YES**	**NO**
Can the organisation evidence that appropriate pre-employment and suitability checks, including DBS checks where required, have been completed and recorded?	**YES**	**NO**
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	**YES**	**NO**
Does the organisation have procedures for managing allegations and concerns raised about staff, volunteers and adults working with children, including low-level concerns where applicable?	**YES**	**NO**
Have leaders who manage allegations against staff read Part 4 of Keeping Children Safe in Education?	**YES**	**NO**
Have leaders involved in managing allegations attended SSCP managing allegations training?	**YES**	**NO**
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	**YES**	**NO**
Does the provision have a health and safety policy and clear risk assessments in place and clear processes to manage risk?	**YES**	**NO**
Have all staff attended health and safety awareness training?	**YES**	**NO**
Does the provision have clear fire evacuation procedures and regular fire drill practice?	**YES**	**NO**
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (e.g: food handling)?	**YES**	**NO**
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	**YES**	**NO**
Has your club/organisation achieved Clubmark status?	**YES** **If yes, when:**	**NO**
If no, is your club/organisation working towards Clubmark?	**YES**	**NO**
Is your club/organisation affiliated to a governing body?	**YES**	**NO**

	If yes, please state which governing body:	
Has the organisation provided copies of: • Safeguarding / Child Protection Policy • Staff Code of Conduct • Managing Allegations Procedure • Online Safety Policy • Public Liability Insurance	**YES**	**NO**
Further guidance: Out-of-school settings: safeguarding guidance for providers - GOV.UK After-school clubs, community activities, and tuition - Safeguarding guidance for providers Introductory guide to safeguarding and child protection | NSPCC Learning Safer sports events training | NSPCC Learning		