

Meadowhead School and Sixth Form



Child Protection & Safeguarding Policy

This is a policy of Meadowhead School and Sixth Form.

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At Meadowhead, we make a difference



Note: Meadowhead School has adopted the Sheffield Model Policy for Safeguarding. This internal school policy endeavours to clarify that policy within the parameters of Meadowhead School.

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Appendix 1: Named persons with responsibility for Child Protection and Safeguarding

Appendix 2: Identifying children and young people who may be suffering significant harm

This policy is the responsibility of the Headteacher. The monitoring of the effectiveness of this policy is the responsibility of the Board of Trustees (or Interim Executive Board), as appropriate.

Introduction

This school recognises its legal duty under S.175/157 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “significant harm”. These duties are defined by:

- Working Together to Safeguard Children 2026: A guide to multi-agency working to help, protect and promote the welfare of children
- Keeping Children Safe in Education (KCSIE) 2026

It applies to **all** adults, including volunteers, working in or on behalf of the school, visiting our school or working with our students on trips, visits or activities out of school.

Meadowhead School Commitment

Meadowhead School is committed to safeguarding and promoting the welfare of all of its students with a child centred approach. Safeguarding and promoting the welfare of children is everyone’s responsibility. We understand the importance of supporting the mental health and wellbeing of all our students. 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. This means that at all times staff should consider, what is in the best interests of the children.

We are committed to protecting children from maltreatment;

- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care both at school and at home; and
- taking action to enable all children to have the best outcomes.

The governing board are required to keep children safe while at school, and to make sure that staff take part in inter-agency procedures to keep children safe from harm and abuse outside school. These procedures apply up to the age of 18.

All staff seek to adopt an open and accepting attitude towards children and young people as part of their general responsibility and duty of care. All staff at this school want parents and children to feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place if there are any difficulties at home. Children will always be taken seriously and listened to carefully if they seek help from a member of staff.

Our work is underpinned by the Department for Education’s statutory guidance, Keeping Children Safe in Education 2026 (KCSIE 2026), which applies from 1 September 2026. All staff, including those who do not work directly with children, will read Part one in full and confirm that they understand it. The former condensed Annex A has been withdrawn. The school will also use the Part one overview as a complementary quick-reference resource; it does not replace Part one.

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse;
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- staff behaviour policy (code of conduct), including low-level concerns, allegations against staff and whistleblowing;
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods; and

- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated and records of training kept.

All staff will understand the local pathways for universal services, community-based early help and targeted early help delivered through Family Help. They will understand the criteria and process for community-based Family Help assessments and know when needs require referral to local authority children's social care for statutory assessment or intervention.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Early help

Any child may benefit from support through universal services, community-based early help or targeted Family Help. Staff will act as soon as problems emerge and will be particularly alert to children who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Safer Recruitment and Selection

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references and checking previous employment history.

The school will complete any legally permitted pre-employment health checks at the appropriate stage of recruitment and will comply with the Equality Act 2010, including its duties concerning reasonable adjustments.

It also includes undertaking interviews, and carrying out checks with regard to the Children's List, the Disclosure & Barring Service (DBS) and the right to work in England.

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

- The appropriate level of DBS check, including a children's barred list check where the role is regulated activity, is obtained before appointment in accordance with KCSIE 2026 for both staff and volunteer roles within our school.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
 - Carrying out paid, or unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
 - Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not
- Obtain an enhanced DBS check with barred list information for all volunteers who work in our setting
 - A volunteer who teaches, trains, instructs or supervises children on more than three days in a 30-day period, or overnight, is in regulated activity even where supervised. The school will obtain the appropriate level of DBS check for volunteers following a documented risk assessment. An enhanced DBS check including children's barred-list information will be obtained where the volunteer is undertaking regulated activity. Where a supervised volunteer is not undertaking regulated activity, the school will consider whether an enhanced DBS check without barred-list information is appropriate, having regard to KCSIE 2026. The school will not request barred-list information unless legally entitled to do so.
 - The school will determine and record the correct DBS and barred list checks for volunteers, work-experience supervisors and self-employed people in line with KCSIE 2026.
 - An up-to-date single central record is maintained detailing a range of checks carried out on staff
 - All new appointments who have lived outside the UK will be subject to additional checks as appropriate
 - Checks are made to ensure that Supply staff have undergone the necessary checks
 - Identity checks are carried out on all appointments to our school workforce before the appointment is made
 - A senior member of staff who has undertaken the Safer Recruitment in Education Training will lead each recruitment process

Safe Working Practices

Safe working practices are regularly outlined to all staff, and all new staff undertake a 1-hour induction session to cover these within 2 weeks of starting at the school.

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions'
- work in an open and transparent way
- work with other colleagues, where possible, in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality
- be aware of the Confidentiality Policy. The UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025 do not prevent the lawful sharing of information for safeguarding purposes. Staff must share relevant information promptly, proportionately and securely, record the rationale for sharing or not sharing, and seek advice from the DSL if unsure.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- know that reasonable force or restrictive intervention will be used only when lawful, necessary, reasonable and proportionate, for the shortest possible time, and never as punishment. Staff will consider the child's age, SEND, medical needs, communication needs, trauma and known safeguarding risks; use prevention and de-escalation wherever possible; record and review incidents; provide appropriate support; and inform parents/carers unless doing so would create a safeguarding risk.

Safeguarding Information for students

The school provides a care and guidance structure to ensure that all students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

Partnership with Parents

The school shares a purpose with parents to maximise the achievement of their child, but within this to keep all students safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. The school will ensure, where reasonably possible, that they have more than one contact number for parents/carers.

The school will normally be open and transparent with parents and carers about concerns and referrals. Consent will be sought where appropriate, but a referral or information sharing will not be delayed or prevented where consent is not required, cannot safely be sought, is refused, or seeking consent may place a child or another person at increased risk, prejudice an investigation or undermine the provision of timely help.

The school is committed to share any concerns we may have about their child with parents and carers. Parents will be consulted and their consent will be sought before any referral is made to an agency outside the school under local "children in need" procedures, unless to do so may place a child at risk of harm.

However, staff cannot guarantee to consult parents first, or to keep children's concerns confidential, if referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

We encourage parents to discuss any concerns they may have with the school and provide opportunities to do this. We make parents aware of our policy and parents are made aware that they can view this policy on the school website/

Partnerships with others

We recognise that it is essential to establish positive and effective working relationships with other agencies (social care, the police, health services and other services) to promote the welfare of children and protect them from harm. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Regular communications between all agencies that have dealings with our students ensure that our safeguarding principles are upheld.

Alternative Provision

Where the school commissions alternative provision placements, it will ensure that the placement meets the child's needs and that appropriate safeguarding arrangements are in force. The school will arrange and monitor the following for all placements:

- checks on the provider's safeguarding arrangements;
- named contacts and reporting routes;
- attendance and immediate follow-up of absence;
- information sharing and risk assessment;
- review of placement suitability;
- safeguarding training and safer recruitment assurance;
- quality assurance and site visits;
- arrangements for reporting allegations or incidents.

School Training and Staff Induction

The school's large team of staff with designated responsibility for child protection undertake basic child protection training and training in inter-agency working, and refresher training at yearly intervals.

The Headteacher and all other school staff, including support and ancillary staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up-to-date by refresher training as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The DSL and deputies will undertake training appropriate to their role and refresh their knowledge and skills through regular updates, professional development and engagement with local safeguarding arrangements.

Safeguarding training is not a one-off event. In addition to induction and annual refresher training, all staff will receive regular updates throughout the year. This may be delivered via staff briefings, bulletins, email updates, or dedicated safeguarding sessions.

Updates will cover changes to statutory guidance, emerging safeguarding risks (including online harms and contextual safeguarding), and lessons learned from safeguarding reviews.

All staff (including temporary staff and volunteers) are provided with the school's child protection guidance and informed of school's child protection and safeguarding arrangements on induction.

Related Policies, Procedures and Practices

We recognise that safeguarding children is an integral part of all that we do as a school and so incorporate a safeguarding check during the review of each school policy, especially policies and procedures relating to Anti Bullying, e-Safety, Work Experience arrangements, Health and Safety, School Trips, Confidentiality and Communication.

Safeguarding applies fully to sport, physical activity, fixtures, changing arrangements, transport and one-to-one coaching. The school will ensure appropriate supervision, safe recruitment, codes of conduct, reporting routes and management of physical contact, photography, overnight stays and adults in positions of trust, including where external coaches or organisations are involved.

The governing board will ensure that the school premises and any accommodation used by students meet relevant health, safety, security, accessibility and safeguarding requirements. Site risk assessments, visitor controls, lettings and contractor arrangements will be reviewed so that students are protected during and outside the normal school day.

Child protection and wider child safety issues will be addressed through the curriculum, as appropriate, especially in Ethics – Relationships, Sex Education and Health Education and in Information and Communication Technology (ICT) - Online Safety.

This policy is also underpinned and written in reference to the following legislation and guidance:

Type	Title	Status / Notes	Link
Legislation	Children Act 1989	In force	Children Act 1989 on legislation.gov.uk
	Sexual Offences Act 2003	In force	Sexual Offences Act 2003
	Female Genital Mutilation Act 2003 (as amended by Serious Crime Act 2015)	In force	FGM Act 2003 and Serious Crime Act 2015 amendments
	Children Act 2004	In force	Children Act 2004
	Safeguarding Vulnerable Groups Act 2006	In force	Safeguarding Vulnerable Groups Act 2006
	Apprenticeships, Skills, Children and Learning Act 2009 (corrected title)	In force	Apprenticeships, Skills, Children and Learning Act 2009
	Equality Act 2010	In force	Equality Act 2010
	Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)	In force (ensure using current consolidated version)	Education (School Teachers' Appraisal) (England) Regulations 2012
	Anti-social Behaviour, Crime and Policing Act 2014	In force	Anti-social Behaviour, Crime and Policing Act 2014
	Counter-Terrorism and Security Act 2015	In force	Counter-Terrorism and Security Act 2015
	UK General Data Protection Regulation (UK GDPR) & Data Protection Act 2018	In force	[UK GDPR guidance (ICO)] and Data Protection Act 2018
	Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018	In force	SI 2018 No. 794 on legislation.gov.uk
	Voyeurism (Offences) Act 2019	In force	Voyeurism (Offences) Act 2019
	Domestic Abuse Act 2021	In force	Domestic Abuse Act 2021
	Marriage and Civil Partnership (Minimum Age) Act 2022	In force	Marriage and Civil Partnership (Minimum Age) Act 2022

Type	Guidance / Statutory Guidance	Status / Notes	Link
Statutory Guidance	The Prevent duty (DfE) (originally 2015)	In force; schools must comply under CTSA 2015; check for latest practice notes	Prevent duty guidance (DfE)
	Working Together to Safeguard Children (2026)	Current version	Working Together 2026
	Disqualification under the Childcare Act 2006 (DfE)	In force; related to the 2018 Disqualification Regulations	Disqualification under the Childcare Act 2006
	Keeping Children Safe in Education 2026 (DfE)	Most recent version; effective from 1 September 2026	KCSIE 2026 (GOV.UK PDF)
	Multi-agency statutory guidance on female genital mutilation (2020)	In force	FGM statutory guidance (2020)
	Channel Duty Guidance: Protecting People Vulnerable to Being Drawn into Terrorism (2021)	In force	Channel Duty Guidance 2021
	Forced Marriage – Multi-Agency Statutory Guidance & Practice Guidelines (2023)	In force; use latest practice guidelines	Forced Marriage Guidance (statutory & practice) – GOV.UK
	SEND Code of Practice: 0 to 25 years	Statutory guidance; Code published 2015 but page updated 12 September 2024; remains current	SEND Code of Practice: 0 to 25 years (GOV.UK)

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings
working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- DfE (2026) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2022) 'Virginity testing and
hymenoplasty: multi-agency guidance'

Children Missing/Absent from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation (particularly county lines), or issues such as mental health problems, substance abuse, radicalisation, Female Genital Mutilation (FGM) or forced marriage.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Staff will monitor students that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Attendance Policy. All staff understand their responsibility to treat CME as a safeguarding issue and to report concerns immediately to the DSL.

The school has robust procedures to follow up on unauthorised absences and to inform the Local Authority when a child is removed from the roll or fails to attend regularly. The school follows the Sheffield Local Authority procedures to alert appropriate agencies where students appear to be “missing from education”. Where students on roll at a school do not turn up for a continuous period of 10 school days or more without the school’s permission, and the school has made the usual enquiries, the school will inform the LA.

Confidentiality

Information about students is on a “need to know” basis and the schools Management Information Systems are protected to ensure this is maintained.

The school has regard to the current HM Government Information sharing advice for safeguarding practitioners. Decisions about information sharing will be child-centred and informed by a proportionate risk assessment, including the risks of sharing, not sharing, or delaying the sharing of information. Consent is not required where there is a lawful safeguarding basis to share. The school will record what was shared, with whom, why and when, or the reasons for a decision not to share.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

The school is aware of when information must be shared with Police and Social Care where the student is or may be at risk of significant harm and when the student’s and/or parent’s confidentiality must not be breached.

Student Information

We endeavour to keep up-to-date and accurate information in order to keep students safe and provide appropriate care for them. From November 2017 all CP and safeguarding concerns and reports are logged through CPOMs and hard copies are no longer made. All staff are trained in the use of CPOMs and all DSLs and DSDs have elevated access to allow them to act on these concerns.

On an annual basis parents or carers are asked to review and update the information we hold and are asked to update this during the year as required.

The school endeavours to maintain accurate and up-to-date personal information about each student regarding:

- Names and contact details of persons with whom the student normally lives

- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place, including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Whether the child is or has been on or subject to a CP Plan or Care Plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child.

Roles and Responsibilities

Governing Board/Board of Trustees:

It is the responsibility of the Governing Body/Board of Trustees (supported by the work of the link governor/trustee for Child Protection and Safeguarding) to ensure that:

- they have undertaken the appropriate Safeguarding training
- the school has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures. This policy is published on the school's website. Paper or accessible copies will be made available on request. The school will take reasonable steps to make safeguarding information accessible to children and families who have communication needs, disabilities or limited English.
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies.
- the DSL takes responsibility for understanding the filtering and monitoring systems and procedures in place as part of their role.
- all staff, including the Headteacher, receive safeguarding and child protection training at induction, regular updates as required and at least annually, and further training appropriate to their role
- a Governor/trustee is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters, where appropriate.
- a link Governor/trustee is appointed to work with the DSL.
- policies and procedures are reviewed annually
- safeguarding is central to strategic leadership and school culture;
- the board receives appropriate safeguarding and child-protection training at induction and updates thereafter;
- appropriate safeguarding arrangements exist for alternative provision;
- the policy is publicly available on the school website;
- children are taught about safeguarding, including online safety;
- safeguarding arrangements reflect the needs of children with SEND and other vulnerabilities;
- there are appropriate procedures for allegations and low-level concerns;
- filtering and monitoring standards are met and reviewed;
- the DSL role reflects the full KCSIE role description;
- safeguarding practice is quality-assured rather than relying solely on annual policy approval.

The Board will receive sufficient assurance and evidence to test whether safeguarding arrangements are effective in practice. This will include appropriate reporting on training, referrals, child-on-child abuse, attendance-related safeguarding, online safety, filtering and monitoring, allegations and low-level concerns, alternative provision and the implementation of actions arising from audits or reviews. Reports will protect children's confidentiality and will not contain unnecessary identifying information.

Headteacher

It is the responsibility of the Headteacher to:

- ensure the Child Protection and Safeguarding Policy is updated and reviewed annually and work with the Governing Body/Board of Trustees regarding this
- ensure that the policies and procedures adopted by the Governing Body/Board of Trustees are fully implemented and followed by all staff
- ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- ensure that all staff, volunteers, visitors and other persons who are involved with Meadowhead students feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Whistleblowing Policies.
- Incorporating curriculum activities and opportunities that equip children with the skills they need to stay safe from abuse and develop resilience.
- Making every effort to establish effective working relationships with parents, carers, and other agencies.
- Appointing a designated staff member for Online Safety Lead and Children Looked After (including those post-CLA).
- Ensuring the DSL and Online Safety Lead have appropriate time, funding, training and resources, and that robust DSL cover arrangements operate whenever the DSL is unavailable. These arrangements include access to safeguarding records and a confidential shared safeguarding mailbox or equivalent secure system that is monitored by appropriately trained staff.
- Acting as the 'case manager' in the event of an allegation of abuse made against another staff member or volunteer, where appropriate.

Named Designated Safeguarding Lead

It is the responsibility of the Senior Member of Staff with Designated Responsibility for Child Protection to:

- take the lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring;
- be available during school hours for staff to discuss concerns;
- arrange adequate and effective deputy cover;
- support children who have or have had a social worker;
- promote educational outcomes of children known to social care;
- ensure the policy is understood and used appropriately;

Make appropriate referrals

- manage referrals to children's social care, the police, Channel and the DBS where appropriate;
- act as a source of support, advice and expertise within the educational establishment
- liaise with the Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- manage the administration of CPOMs

- maintain, transfer and quality-assure child-protection files;
- contribute to assessments and multi-agency plans;

Ensure appropriate training takes place

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Have a working knowledge of how Sheffield LA operate, the conduct of a child protection case conference and be able to attend and contribute to these and ongoing child protection plans
- Ensure that all staff have knowledge and understanding of the school's Child Protection and Safeguarding Policy
- Ensure that all staff have safeguarding training as part of their induction including use of CPOMs
- Keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every year.
- understanding local safeguarding-partnership arrangements.

Raise awareness of child protection issues

- Ensure parents are made aware of the Child Protection and Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and transferred to the new school separately from the main student file
- If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service
- To alert Sheffield Local Authority through the FIS team if a parent or carer informs the school that they wish to 'home educate' their child

Expectations of adults involved with Meadowhead students – teaching, support, ancillary, visitors, external partners

All staff and governors/trustees will read and understand Part one of Keeping Children Safe in Education 2026 and review it at least annually. The former condensed Annex A has been withdrawn, so it will not be used as an alternative to Part one.

It is the responsibility of any adult who is involved in any way with a Meadowhead student, and who has concerns about any child which **may** indicate:

- physical abuse
- emotional abuse;
- sexual abuse
- neglect
- mental health
- drug taking and alcohol abuse
- child on child abuse and sexual harassment
- radicalisation and extremism
- child criminal exploitation and gangs
- or any other concern or issue which may relate to safety or welfare of the student or students

Staff and governors/trustees will receive updates on child protection and safeguarding (including online safety), e.g. staff meetings/email as required, and at least annually.

Recognise that a student may not feel ready or know how to disclose abuse, exploitation, or neglect, and may not realise their experiences are harmful.

Maintain appropriate levels of confidentiality in individual cases.

Reassure victims that they are taken seriously, supported, and kept safe.

Consult the DSL/deputy DSLs on any potential safeguarding concern, and then the details on CPOMS. Please note, that any further reference to DSL should be taken to mean DSL/deputy DSLs.

Report any injuries that are observed which appear to be non-accidental, or who are told anything significant by a child. School staff do not, however, carry out investigations, nor decide whether children have been abused. That is a matter for the DSL and/or specialist agencies.

Personally report any known cases of Female Genital Mutilation (FGM) to the police as soon as possible.

All staff will be aware of:

- The systems supporting safeguarding, including the child protection and safeguarding policy.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow, including their potential role in these assessments.
- The steps to take if they identify a safeguarding issue or if a child discloses abuse or neglect, and how to maintain appropriate confidentiality while liaising with relevant professionals.
- The signs of various types of abuse and neglect, as well as specific safeguarding issues.
- What constitutes sexual harassment and sexual violence, and the school's systems and processes to address these issues, ensuring all reported incidents are taken seriously.
- The expectations and responsibilities related to filtering and monitoring.
- Their duty to report incidents of Female Genital Mutilation (FGM) directly to the police.

Teachers, including the headteacher, have a responsibility to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the "Teachers' Standards".

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a child, **must** report their concerns to the DSL. School staff do not, however, carry out investigations, nor decide whether children have been abused. That is a matter for the specialist agencies.

The school's ICT Operations Team

- The school has effective filtering and monitoring systems in place to safeguard students from harmful and inappropriate online material. Responsibility for oversight rests with the Governing Body/board of Trustees, delegated to the Designated Safeguarding Lead (DSL) and the Network Manager. (See the [Online Safety Policy](#) for further details)
- Ensure that the effectiveness of filtering and monitoring is reviewed at least once every academic year by the senior leader responsible for filtering and monitoring, supported by the DSL and IT support. The review will include recorded checks that filtering works appropriately on all internet-connected devices in all relevant school locations, with prompt action on identified weaknesses.
The school will maintain clear expectations for the safe and effective use of generative artificial intelligence. AI tools will not be used to enter, process or disclose personal, confidential or safeguarding information unless specifically approved through the school's data protection, information security and safeguarding arrangements. Staff and students will be taught about inaccurate or fabricated content, bias, harmful content, impersonation, deepfakes, grooming, data privacy and the need for human oversight. The school's mobile phone and personal device arrangements will support safeguarding, behaviour and

learning. They will set clear expectations for use, storage, recording, photography and reporting concerns, while making appropriate adjustments for medical, SEND and safeguarding needs.

- Ensure any changes identified during the review are implemented effectively.
- Block harmful and inappropriate content without unduly affecting teaching and learning.
- Ensure the school has effective monitoring strategies that meet the safeguarding needs.
- Collaborate with the DSL to ensure they are informed about the filtering and monitoring systems in place.
- Assist in delivering staff training and support, where necessary, and help DSLs develop staff training regarding filtering and monitoring systems.

Recognising signs of child abuse

For the purposes of this policy, “abuse” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Meadowhead School recognises that mental health problems can, in some cases, be an indicator of abuse, neglect, or exploitation. Staff are trained to be alert to signs that students may be struggling with mental health and to follow safeguarding procedures accordingly.

The DSL will work closely with pastoral staff to ensure that students receive appropriate support and, where necessary, referrals to external agencies.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “emotional abuse” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone. Emotional abuse may include verbal abuse such as persistent criticism, belittling or name-calling. Staff will also be alert to child-to-parent or child-to-caregiver abuse, which may involve physical, emotional or financial abuse and requires a safeguarding response for all family members affected.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion

from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that students can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a student being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

Specific Safeguarding Issues

There are certain issues that have become crucial in safeguarding. The school will strive to ensure that their staff, governing board/board of trustees, and volunteers are aware of these issues, including but not limited to:

- Radicalisation and the Prevent Duty
- Child on Child abuse
- Domestic abuse
- Homelessness
- Mental Health
- Female Genital Mutilation (FGM)
- Forced Marriage
- Cyber Crime
- Child Criminal Exploitation (CCE)
- Serious Violence
- County Lines
- Child Sexual Exploitation (CSE)
- Sexual Offences, consent, upskirting

The school will promote a culture in which racism, misogyny, misandry, prejudice, discriminatory language, derogatory behaviour and physical violence or conflict are challenged and addressed. Staff will recognise that apparently 'low-level' or normalised behaviour may form part of a wider pattern of abuse or harmful attitudes.

Radicalisation and the Prevent Duty

Extremism refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Protecting students from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of students being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in students' behaviour which could indicate that they may need help or protection.

Staff will use their professional judgement to identify students who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. Any Prevent referral will be made in line with Government guidelines. This will include a referral into Channel.

(Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.)

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the student's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect students against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Child on Child abuse

Child-on-child abuse is preventable and is a safeguarding issue for both the victim and the child alleged to have caused harm. It can range along a continuum from inappropriate or harmful behaviour to serious physical or sexual violence, including threats or assaults involving weapons. Safeguarding issues often overlap, and the school will consider the needs, risks, context and support required for every child involved without minimising, criminalising or stigmatising them.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead.

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual making or sharing of nudes and semi-nudes;
- up-skirting, 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; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Domestic abuse

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, well-being, development, and ability to learn.

Extra-familial harm may include physical, sexual and emotional abuse, stalking and financial exploitation within children's own intimate relationships. Staff will recognise teenage relationship abuse as domestic abuse and respond through safeguarding procedures.

Homelessness

The DSL will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

- Indicators that a family may be at risk of homelessness include:
- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to children's social care where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family based and referrals to children's social care will be made as necessary where concerns are raised.

Mental Health

It is crucial for staff to understand that children's vulnerabilities related to mental health may make them more susceptible to other safeguarding concerns. When making referrals, it is important to share information about the child's mental health.

Mental health issues can sometimes indicate that a child has experienced or is at risk of experiencing abuse, neglect, or exploitation. Staff should be vigilant for behavioural signs that suggest a child may have a mental health problem or is at risk of developing one.

If the mental health concern is not a safeguarding issue, consult the DSL to determine the appropriate course of action.

The school offers various support mechanisms for students' mental health. Significant concerns will be referred to the child's GP or directly to CAMHS.

Staff should not attempt to diagnose mental health problems; this should be done by a trained mental health professional.

Female Genital Mutilation (FGM)

"Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons." (World Health Organisation, 2016).

All suspected or confirmed cases of FGM are considered safeguarding concerns, and appropriate safeguarding procedures will be followed, including a referral to the police. If any staff member has concerns about a student, they should refer to the Designated Safeguarding Lead within the school before reporting the concern directly to the police.

Teachers have a personal statutory duty to report to the police where, in the course of their professional duties, they are informed by a girl under 18 that an act of FGM has been carried out on her, or observe physical signs which appear to show that FGM has been carried out. The report must be made in accordance with the statutory reporting procedure. Unless there is an immediate risk, the teacher should also discuss the case with the DSL and involve children's social care as appropriate.

All staff must report concerns that a girl may be at risk of FGM, or concerns relating to possible FGM which do not fall within the teacher's personal statutory duty, to the DSL without delay.

The decision to have their daughters undergo FGM is made by the parents, but they often face significant pressure from older family members, particularly when they return to their country of origin. However, FGM is illegal in most countries, including the UK.

Signs may include:

- Being repeatedly absent from school or absent for a prolonged period.
- Not participating in Physical Education.
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high-risk category (parents from a country who are known to practice FGM) especially over the summer period.
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM.
- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating, or having frequent urinary, menstrual or stomach problems.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

FGM is included in the definition of so-called 'honour-based' abuse (HBA)', which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced Marriage

Forcing a person into marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. Staff who have any concerns regarding a student who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher.

The DSL will follow local safeguarding-partnership procedures and make referrals to children's social care and/or the police as required. The DSL may also seek advice from the Forced Marriage Unit. Staff must not approach family members or attempt mediation where this may increase the risk to the child.

Cyber Crime

For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of service attacks (DoS), known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and remote access trojans (RAT) with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring students to the National Crime Agency's Cyber Choices programme.

Emerging Online Risks

The school recognises the rapid development of online harms, including risks from artificial intelligence, image-sharing platforms, deepfakes, cyberbullying, and radicalisation.

Staff will remain alert to these emerging risks, and students will be educated through form time, assemblies and the curriculum about how to stay safe online.

Child Criminal Exploitation (CCE)

Children and young people involved with gangs and criminal exploitation require help and support.

This includes those engaged in serious violent crime. They may be victims of violence or coerced into activities such as stealing, carrying drugs, or weapons. They might also face abuse, exploitation, and be placed in dangerous situations.

For the purposes of this policy, "**child criminal exploitation**" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

CCE may be committed or facilitated by an individual, organised network or gang, and a child may identify as belonging to that group. Exploitation may constitute modern slavery. Children must be treated as victims where offending occurs under coercion or exploitation; this must not prevent safeguarding action, consideration of a referral to the National Referral Mechanism, or referral to the police and children's social care.

- In exchange for something the victim needs or wants.
- For the financial advantage or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence.

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that students involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that students of any gender are at risk of CCE.

School staff will be aware of the indicators that a student is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a student's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.

- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The school is aware that the Police, Crime, Sentencing and Courts Act introduced a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – We will ensure arrangements are in place to do so.

County Lines

County lines refers to gangs and organised criminal networks that transport illegal drugs using dedicated mobile phone lines or other "deal lines." This activity occurs both locally and across the UK, with no specified distance of travel required. Children and vulnerable adults are exploited to transport, store, and sell drugs and money. Offenders frequently use coercion, intimidation, violence (including sexual violence), and weapons to enforce compliance among their victims.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a student may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Criminal exploitation of children is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals. This will mean a referral into the Police and Social Care.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Child Sexual Exploitation (CSE)

CSE (Child Sexual Exploitation) is defined as a type of sexual abuse where an individual or group exploits an imbalance of power to coerce, manipulate, or deceive a child into engaging in sexual activities, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence

CSE may be committed by an individual or an organised network. Most sexual abuse is committed by someone known to the victim. A child may appear to accept or identify with a group involved in exploitation; this does not amount to free and informed consent and must not reduce the safeguarding response.

We appreciate that CSE can occur over time or be a one-off occurrence, and may happen without the student's immediate knowledge, e.g. through others sharing videos or images of them on social media. We appreciate that CSE can affect any student who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes students aged 16 and above who can legally consent to sexual activity. We also recognise that students may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a student is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All suspected or actual cases of CSE are a safeguarding concern in which child protection procedures will be followed; this will include a referral to the police and social services. If any staff are concerned about a student, they should refer to the Designated Safeguarding Lead/s within the school.

Sexual Offences, consent, upskirting

For the purposes of this policy, "consent" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and have the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, "sexual violence" refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an

activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a student’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment can include, but is not limited to:

- sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- sexual “jokes” and taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - the consensual and non-consensual sharing of nude and semi-nude images and/or videos
 - sharing unwanted explicit content
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including on social media
 - sexual exploitation, coercion, and threats.

For the purposes of this policy, “upskirting” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including students and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, ‘making or sharing nudes and semi-nudes’ means the creation, sending or posting by a person under 18 of nude or semi-nude photographs, videos, livestreams or other visual content. All incidents require a safeguarding response. The DSL will apply current UKCIS guidance and consider whether content was AI-generated or altered, whether coercion or exploitation is present, and whether referral to children's social care or the police is required.

For the purposes of this policy, “indecent imagery” is defined as an image which meets one or more of the following criteria:

- nude or semi-nude sexual posing
- a child touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting a child sexually
- sexual activity that involves animals.

Students potentially at greater risk of harm

The school recognises that some groups of students can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of students. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Children with medical conditions may face additional safeguarding risks, including dependence on adults for care, communication barriers, disrupted attendance and the possibility that symptoms or injuries are wrongly attributed to a condition. Staff will follow individual healthcare plans while remaining professionally curious and reporting safeguarding concerns to the DSL.

The DSL should also work with the virtual school head to promote the educational achievement of previously children looked-after. Statutory guidance on promoting the education of children looked-after contains further information on the roles and responsibilities of virtual school heads.

Children Looked After (CLA) and Previously Children Looked After (PCLA)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PCLA, and care leavers, can also remain vulnerable after leaving care.

We are also aware that a previously looked-after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep them safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children, who are a particularly vulnerable group. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.

We will ensure that staff have the skills, knowledge and understanding to keep children looked-after and previously children looked-after safe. We will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.
- We have appointed a designated safeguarding lead (DSL), who is responsible for promoting the educational achievement of children looked-after and previously children looked-after in line with statutory guidance.
- The DSL is appropriately trained and has the relevant qualifications and experience to perform the role. The designated teacher for looked after and previously children looked-after.

Further details of safeguarding procedures for CLA and PCLA are outlined in the Children Looked After Policy.

Parental alcohol and drug use

Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety.

The impacts on children include:

- Physical maltreatment and neglect.
- Poor physical and mental health.
- Development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use.
- Poor school attendance due to inappropriate caring responsibilities.
- Low educational attainment.
- Involvement in anti-social or criminal behaviour.

Where a child has been harmed or is at risk of harm, the DSL will make a referral to children's social care.

Students with special educational needs or disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers.
- Communication barriers which may exist, as well as difficulties in overcoming these barriers

We are mindful of these additional challenges, and where required, will provide extra pastoral support for children with SEN and disabilities. Staff need to be aware of the additional challenges faced by those with SEN or disabilities. The DSL will liaise with the school's SENDCo, as well as the student's parents where appropriate, to ensure that the student's needs are met effectively, and the child is kept safe. Staff will avoid assuming that behaviour, injury, mood or communication difficulties arise solely from SEND. They will consider the potential for abuse, exploitation, bullying, isolation and online harm; provide accessible ways to report concerns; and make reasonable adjustments to safeguarding responses.

Students who need/have social workers

Students may need social workers due to safeguarding or welfare needs. These needs can leave students vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a student has a social worker in order to make decisions in the best interests of the student's safety, welfare, and educational outcomes.

Where a student needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Where a child has a social worker and safeguarding concerns have come to light, the DSL will work in partnership with the allocated social worker where appropriate and necessary.

- Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:
 - Responding to unauthorised absence or missing education where there are known safeguarding risks.
 - The provision of pastoral and/or academic support.
- The school will provide as much information as possible as part of any referral process to help social care assessments consider contexts outside of the home and enable a contextual approach to harm.
- Child protection records should include:
 - A clear and comprehensive summary of a concern.
 - Details of how the concern was followed up and resolved.

- A note of any action taken, decisions reached and outcomes.

The designated school key worker will ensure that Child Protection and Child in Need files are up to date and are stored on CPOMs or other similar safeguarding systems.

Home Educated Children

Elective home education is not in itself a safeguarding concern. However, where a child is already known to children's social care, has SEND, has poor attendance, or there are other vulnerabilities, the school will consider whether the proposed withdrawal raises safeguarding concerns and will work with the local authority and relevant professionals.

The school has a responsibility to those who are thinking about or who are about to home educate, including those who have been removed from the school roll with a view to home educate.

In line with the School Attendance (Student Registration) (England) Regulations 2024, the school will inform the LA of all deletions from the admissions register when a student is taken off roll.

Where a parent has expressed their intention to remove a student from school to home educate, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the student has SEND, is vulnerable, and/or has a social worker. The school must follow their guidance and processes and ensure all necessary paperwork and permissions are completed/recorded.

Young carers

Young Carers can be more vulnerable or placed at risk. It is important to identify young carers and ensure they are supported to help reach their potential with an understanding that the school will need to refer into early help social care services for an assessment of their needs.

Private Fostering

Private fostering occurs when a child is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. The school has a duty to notify the local authority if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous.

LGBTQ+ students

Being lesbian, gay, bisexual or gender-questioning is not in itself an inherent risk factor for harm. However, these students, and students perceived by others to be LGB or gender-questioning, can be targeted by peers or adults and may face bullying, abuse, exploitation, isolation or online harm. Staff will respond to the presenting safeguarding need and will not make assumptions about a child's identity or the cause of distress.

The school will provide trusted adults and safe, accessible routes to seek help. Decisions will be child-centred, proportionate and based on the individual child's needs. Parents/carers will normally be involved unless there is a reason to believe that doing so would place the child at risk of significant harm. Where specialist advice is needed, the DSL will work with safeguarding partners and relevant health professionals.

Procedures to ensure that students are safe

All staff follow the Sheffield Child Protection procedures which are consistent with 'Working Together to Safeguard Children 2026' and 'What to do if you are worried a child is being abused'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents. All staff will report disclosures or concerns through CPOMs.

Students deemed our 'most at risk of harm' are identified on the school's Vulnerable Students Register are flagged with '**SG**' on their Class Charts information tile. Staff are aware that these students have an identified vulnerability and should remain particularly alert to any changes in presentation, behaviour, attendance, engagement or wellbeing. The 'SG' marker does not replace professional curiosity; any concerns should be recorded and reported in line with the school's safeguarding procedures, with further information shared only on a need-to-know basis.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (eg worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (eg living in a household with children present)

Staff communications with home

Communications with home should be maintained at a professional level. The procedures that should be followed - either for staff to communicate with home or to inform the school of receipt of a communication from home - are regulated by the school's Communication Policy

Responding to disclosure

Disclosures or information may be received from students, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

The school endeavours to ensure that appropriate support is provided for EAL students or students who may have difficulties in communicating. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Staff will understand that students might not feel ready or know how to disclose abuse, exploitation, or neglect, and they may not recognise their experiences as harmful. This awareness should not deter staff from exercising professional curiosity and discussing any concerns they have about a student with the DSL or deputy DSLs.

If a child is suffering or likely to suffer harm, or is in immediate danger

Contact should be made with the DSL if anyone believes a child is suffering or likely to suffer harm, or is in immediate danger. The DSL should then promptly inform children's social care and/or the police.

Staff should normally raise concerns with the DSL or a deputy immediately. However, anyone may make a referral directly to children's social care where necessary. A referral must not be delayed because the DSL or another senior leader is unavailable. Where a staff member makes a direct referral, they should inform the DSL as soon as it is safe and practicable to do so.

In emergency situations, if the DSL or Headteacher is not immediately available, **anyone can make a referral by calling the Sheffield Safeguarding Hub on 0114 237 4855 (operates 24 hours) or the Police on 999.**

Further details can be found on the [Sheffield Safeguarding Children Partnership](#) website.

The local authority will decide on the course of action within one working day of a referral and will inform the person who made the referral of the outcome. The DSL or the person who made the referral must follow up with the local authority if this information is not provided and ensure outcomes are properly recorded.

If the child's situation does not appear to be improving after the referral, the DSL or the person who made the referral must follow local escalation procedures to ensure their concerns are addressed and the child's situation improves.

Principles of dealing with a disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature, eg 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate.
- ensure your record of the details is recorded onto CPOMS (See appendix 2 for guidance). Further actions will be added to this by the relevant staff.

Action following disclosure required by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- *making an enquiry to find out if the child is subject to a Child Protection Plan*
- discussing the matter with other agencies involved with the family

- consulting with appropriate persons, e.g. Safeguarding Officer and/or Social Care
- the child's wishes,

then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- whether **not** to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (eg FCAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, must be fully documented and placed in a secure place.

Allegations of sexual violence and/or sexual harassment

Systems are in place for children to report abuse confidently, knowing their concerns will be taken seriously. Reports of sexual violence and sexual harassment can be complex, requiring difficult professional decisions to be made quickly and under pressure. Preplanning, effective training, and well-developed policies provide the foundation for a calm, considered, and appropriate response to any reports.

The Governing body/board of Trustees ensures that the school contributes to a multi-agency way of working in accordance with statutory guidance, such as *Working Together to Safeguard Children*. Important considerations include:

- The wishes of the victim regarding how they want to proceed, especially in cases of sexual violence and sexual harassment. Victims should have as much control as reasonably possible over decisions about the investigation and the support they receive, balanced with our duty to protect other children.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children. For example, whether the alleged perpetrator(s) are significantly older, more mature, or confident, and whether the victim has a disability or learning difficulty.
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse (sexual abuse can accompany other forms of abuse, and a sustained pattern may not solely be sexual).
- The possibility that sexual violence and sexual harassment can occur within intimate personal relationships between children.
- Understanding intra-familial harms and the necessary support for siblings following incidents.
- Ongoing risks to the victim, other children, or school staff.
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always, when concerned about a child's welfare, all staff should act in the best interests of the child. Immediate consideration should be given to how best to support and protect the victim, the alleged perpetrator(s), and any other children involved or impacted.

Consensual and non-consensual sharing of nudes and semi-nude images and videos

All incidents involving the making or sharing of nude or semi-nude images or videos require a safeguarding response, whether the sharing is said to be consensual or non-consensual. Staff must report the incident

immediately to the DSL and follow current UKCIS and local safeguarding partnership guidance. The DSL will consider the child's age and development, consent, coercion, power imbalance, distribution, exploitation, immediate risk, police involvement and the support required for every child involved.

- if staff become aware of such an incident, you must report it to the DSL immediately.
- staff must refrain from:
 - viewing, downloading, or sharing the imagery yourself, or requesting a student to do so. If you accidentally view the imagery, you must report this to the DSL.
 - deleting the imagery or instructing the student to delete it.
 - soliciting information from the student(s) involved regarding the imagery (this is the DSL's responsibility).
 - sharing details of the incident with other staff members, the student(s) involved, or their parents and/or carers.
 - engaging in actions or comments that blame or shame any young people involved.
- instead, staff should explain the need to report the incident and reassure the student(s) that they will receive support and assistance from the DSL.

Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- *make regular contact with the social worker involved to stay informed*
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where a child is subject to a Child Protection Plan moves from the school or goes missing, immediately inform the key worker.

Recording and monitoring

All safeguarding concerns relating to children, discussions, decisions and actions will be recorded promptly and chronologically on CPOMS. Records will be clear, factual and attributable to the person making them, distinguishing observation, fact and professional opinion. They will include a clear summary of the concern, follow-up and resolution, actions taken, outcomes and the rationale for decisions, including decisions to refer or not refer.

Safeguarding records will be confidential, securely stored and accessed only by those who need to see them. Paper records will be kept separately from the main student file. When a child transfers school, the DSL will transfer the safeguarding file separately and securely as soon as possible, within five days for an in-year transfer or the first five days of a new term, and obtain confirmation of receipt. A structured summary of current concerns, relevant context and ongoing support needs will be provided, clearly distinguishing current risk from historic information.

Safeguarding records will be retained and securely disposed of in accordance with the Trust's approved records-management schedule, applicable statutory requirements, local safeguarding-partnership requirements and any formal instruction to preserve records. Records must not be destroyed where they are relevant to an ongoing investigation, complaint, legal claim, safeguarding review or public inquiry.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation or safeguarding concern is raised about a member of staff, supply teacher, trainee teacher, volunteer, contractor or other person working in or on behalf of the school, the school will follow Part four of KCSIE 2026 and Sheffield procedures. The school and any employer, agency, training provider or third-party organisation share responsibility for safeguarding and will cooperate fully, while the school retains responsibility for ensuring that concerns are addressed and children are protected. The harm-threshold criteria include where the person has:

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

the school will always follow the Sheffield Local Authority processes. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher.

Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. All concerns and allegations are considered and managed properly in accordance with KCSIE, local procedures and the outcome of consultation with the LADO, police or children's social care, where appropriate.

Initial Action following an allegation

- The school will proceed at all times in line with Sheffield LA Disciplinary procedures taking advice from the LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Social Care and/or the Police for investigation
- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a written record
- In the event that an allegation is made against the Headteacher, the matter will be reported to the Chair of Trustees who will proceed as the 'Headteacher'
- Where there is a conflict of interest, an alternative reporting route must be used
- The LADO should be contacted without delay and within the locally required timescale where the harm threshold may be met
- Allegations relating to supply staff remain the school's responsibility to manage in cooperation with the agency
- The school should not cease using a supply person merely as an alternative to managing an allegation
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Headteacher will inform the Chair of Trustees of any allegation.

Low-Level Concerns

In addition to the statutory procedures for allegations against staff, the school operates a "low-level concerns" policy. This enables all staff to share concerns—however small—about a colleague's behaviour or conduct.

- Low-level concerns include any action that does not meet the harm threshold but may be inconsistent with the Staff Code of Conduct.
- Concerns should be reported to the Headteacher or the DSL. Concerns about the Headteacher should be reported to the Chair of Trustees.
- The Headteacher, or designated person where appropriate, should be the ultimate decision-maker regarding whether a matter is a low-level concern.
- The school will maintain a confidential record of all low-level concerns and the rationale for decisions made, and records should identify any patterns and be reviewed against wider personnel and safeguarding information.
- Patterns of low-level concerns will be monitored to ensure early intervention and support.

Use of school premises for non-school activities

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard students and adhere to local safeguarding arrangements. Safeguarding concerns relating to incidents occurring during external use of the premises will be reported to the school and managed under the school's safeguarding procedures where appropriate.

Staff and volunteers running extracurricular activities and clubs need to be aware of their safeguarding responsibilities and promote the welfare of students. Paid and volunteer staff need to understand how they should respond to child protection concerns and how to make a referral to social care or the police, if necessary.

Appendix 1

Named persons with responsibility for Child Protection and Safeguarding

To be updated as required to maintain accuracy

The designated person for all Child Protection matters (Designated Safeguarding Lead):

Mr Geoff Dearman

Designated Safeguarding Deputies:

Mrs Ruth Humphreys	Safeguarding Manager
Miss Abi Grocutt	Safeguarding Manager
Mr George Simpson	Assistant Safeguarding Officer
Miss Alison Lancaster	Safeguarding Learning Support Mentor
Miss Milly Bradwell	Year 7 Pastoral Manager
Miss Jennifer Fletcher	Year 8 Pastoral Manager
Mrs Janis Jackson	Year 9 Pastoral Manager
Mr Alex Eyre	Year 10 Pastoral Manager
Mrs Nicola Brummitt	Year 11 Pastoral Manager
Miss Kobi Cookson	Year 12 Pastoral Manager
Miss Fozia Shabir	Attendance Manager
Mrs Sally Bird	Education Welfare Officer
Mrs Moira Newman	Education Welfare Officer
Miss Jodie Burton	KS3 Engagement Centre Manager
Mr Tim Raby	KS4 Engagement Centre Manager

Safeguarding is the responsibility of:

Mrs Kam Grewal-Joy	Headteacher
Mr Geoff Dearman	Designated Safeguarding Lead, Assistant Headteacher

The link Trustee for Child Protection and Safeguarding:

Mrs Jen Goodison

Last updated: September 2026. Effective from: 1 September 2026. Review date: September 2027 or earlier if statutory or local guidance changes.

Appendix 2

Photo guide for how to input concerns onto CPOMS. Shared with staff during the annual update in September and also as part of the induction process for all new members of staff:

SG CONCERNS USING CPOMS



The diagram shows the CPOMS logo (a stylized 'C' with concentric circles) and a dark blue button labeled 'Add Incident'. Two blue curved arrows point from the logo and the button towards a screenshot of the CPOMS form.

Student Begin typing a student's name

Incident

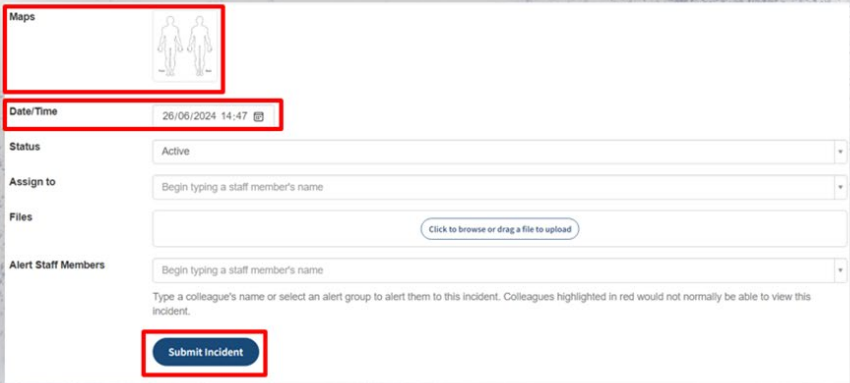
Categories ☐ GENERAL STAFF CODE

Linked student(s) Begin typing a student's name
Type a student's name to link them to this incident.

NEVER
OKAY

Meadowhead School
Academy Trust

SG CONCERNS USING CPOMS



The screenshot shows the CPOMS form with several fields highlighted by red boxes: 'Maps' (with a person icon), 'Date/Time' (showing 26/06/2024 14:47), 'Status' (set to Active), 'Assign to' (with a dropdown arrow), 'Files' (with a 'Click to browse or drag a file to upload' button), 'Alert Staff Members' (with a dropdown arrow), and the 'Submit Incident' button at the bottom.

Maps 

Date/Time 26/06/2024 14:47 

Status Active

Assign to Begin typing a staff member's name

Files Click to browse or drag a file to upload

Alert Staff Members Begin typing a staff member's name

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Submit Incident

NEVER
OKAY

Meadowhead School
Academy Trust

