Policy Name	**SAFEGUARDING AND CHILD PROTECTION**
Relevant To	**Federation ☒** **Bidwell Brook Only ☐** **Ellen Tinkham Only ☐**
Type of Policy	**Model ☒** **School ☐**
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ME, YOU & US

Safeguarding is everyone's responsibility

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** Out of hours contact details will be made available to staff*

*** Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/hubs*

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1. SAFEGUARDING STATEMENT

The Learn to Live Federation recognises that safeguarding and promoting the welfare of children is everyone's responsibility. We are committed to fulfilling our moral and statutory duties to safeguard and promote the welfare of all pupils and expect all staff, governors, trustees, and volunteers to share this commitment. We adopt a child-centred approach, ensuring that the best interests of the child are at the heart of all decision-making.

We recognise that all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, or special educational needs and disabilities (SEND), have an equal right to protection from all forms of harm, abuse, neglect, and exploitation. We are committed to providing a safe, inclusive, and welcoming environment where children are respected, valued, and supported to achieve the best possible outcomes.

We are vigilant to the signs of abuse, neglect, exploitation, and other safeguarding concerns, both within and outside the home, including online. We are committed to identifying concerns early and working in partnership with children, families, and other agencies to provide timely help and support and to protect children from harm.

We recognise the importance of a whole-family approach and, where it is safe and appropriate to do so, actively involve parents, carers, and wider family networks in supporting children's welfare. When concerns arise about a child's wellbeing or safety, we may need to share information and work collaboratively with relevant agencies to ensure effective support, protection, and justice. We will seek to discuss concerns with parents and carers wherever possible unless doing so would place the child at increased risk or be contrary to their welfare.

We are committed to ensuring that children's voices are heard, listened to, and acted upon. Pupils are made aware of the trusted adults they can speak to if they have concerns, and we take seriously what children tell us.

The Federation promotes a strong, open, and positive safeguarding culture where:

- safeguarding is embedded in all aspects of school life;
- staff understand that safeguarding is everyone's responsibility;
- staff feel confident and supported to raise concerns;
- concerns are acted upon promptly and effectively;
- leaders provide clear oversight and accountability for safeguarding practice; and
- the welfare and safety of children remain paramount at all times.

This Child Protection and Safeguarding Policy underpins and guides all safeguarding procedures, practices, and protocols across the Federation

2. TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- taking action to enable all children to have the best outcomes.

(Working Together to Safeguard Children 2026)

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring inside or outside the home, including online.

Staff refers to all adults working for or on behalf of the school, including temporary staff, supply staff, volunteers and contractors.

Child refers to anyone under the age of 18 (or up to 25 for care leavers).

Parents refers to birth parents and other adults in a parenting role, such as step-parents, foster carers, adoptive parents and the local authority as corporate parent.

3. SAFEGUARDING LEGISLATION AND GUIDANCE

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguarding Children Keeping Children Safe in Education
- Information Sharing 2018
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)

4. POLICY PRINCIPLES, AIMS AND VALUES

- all children have an equal right to protection, safeguarding and opportunities, regardless of their characteristics or circumstances;
- all adults, including staff, volunteers and governors, share responsibility for safeguarding and must act on any concerns that a child may be at risk of harm;
- the school will provide a safe, caring and supportive environment that promotes children's wellbeing and development;
- appropriate support will be provided to children and staff involved in safeguarding concerns.

This policy aims to:

- ensure all staff understand their responsibility to safeguard children;
- provide clear guidance on how to recognise and respond to concerns;
- ensure children feel safe, valued, respected and listened to;

- recognise that abuse can occur in families, communities and between children;
- ensure concerns are identified, recorded and acted upon promptly;
- promote effective communication within school and with external agencies;
- support early identification and intervention to prevent escalation;
- ensure safe recruitment practices are followed;
- set clear expectations for professional conduct and safe working practice.

Supporting and Protecting Children

We recognise that children who are abused or experience harm may find it difficult to seek help and may show a range of behaviours or emotional responses.

The school plays a key role in providing stability, early support and protection. Positive, trusting relationships with staff are central to this.

The Learn to Live Federation schools will:

- provide a safe and supportive environment;
- encourage children to speak to trusted adults;
- listen to children and take concerns seriously;
- respond with empathy and understanding;
- refer to appropriate support services where needed;
- work with families and partner agencies;
- share information appropriately to keep children safe;
- teach children how to stay safe, including online and in relationships;
- support children's wellbeing, confidence and independence.

Each Learn to Live Federation school community will:

- create an environment where children feel safe to talk and be heard;
- ensure all children know who they can go to for help;
- gather and respond to the views of children, parents and staff;
- embed safeguarding across the curriculum;
- teach children about risk, safety, relationships and online awareness;
- ensure clear guidance on the safe use of technology is understood.

5. ROLES, RESPONSIBILITIES AND TRAINING

We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- governing bodies, proprietors, and management committees;
- the Executive Head;
- the designated safeguarding leads;
- the deputy designated safeguarding leads;
- staff;
- Keeping Children Safe in Education.

In summary, these roles and responsibilities include:

Governing Bodies / Proprietors

Governing bodies and proprietors hold strategic responsibility for safeguarding. They will ensure that:

- safeguarding arrangements are effective, compliant and regularly reviewed;
- there is a whole-school approach to safeguarding;
- appropriate policies (e.g. safeguarding, behaviour, staff conduct) are in place;
- a Designated Safeguarding Lead (DSL) is appointed with sufficient time and resources;
- safer recruitment procedures are followed, including DBS checks and Single Central Record;
- staff receive regular safeguarding training and updates;
- pupils are taught about safeguarding, including online safety;
- appropriate filtering and monitoring systems are in place;
- governors will receive regular assurance regarding the effectiveness of filtering and monitoring systems and review these arrangements as part of their safeguarding oversight;
- allegations against staff are managed in line with statutory procedures (including LADO).

They will also provide challenge and oversight and ensure safeguarding is a priority across the school.

Executive Head

The Executive Head has operational responsibility for safeguarding. They will ensure that:

- safeguarding policies and procedures are implemented effectively;
- the DSL is supported with time, training and resources;
- staff receive safeguarding training and understand their responsibilities;
- there is a strong safeguarding culture across the school;
- systems are in place for children to raise concerns and be heard;
- appropriate action is taken where concerns or allegations arise;
- staff wellbeing is supported.

Designated Safeguarding Leads (DSLs)

The DSLs will take lead responsibility for safeguarding and child protection. Key responsibilities include:

Managing referrals (the list below is not exhaustive)

- to Children's Social Care (Front Door);
- Police;
- Channel (Prevent);
- Disclosure and Barring Service (DBS).

Working with others

- act as a point of contact for safeguarding agencies;
- support staff with safeguarding concerns;
- work with parents/carers appropriately;
- contribute to multi-agency plans.

Information management

- maintain secure, accurate child protection records;
- ensure information is shared appropriately.

Raising awareness

- ensure safeguarding policies are understood;
- promote a strong safeguarding culture.

Training and development

- maintain up-to-date knowledge;
- ensure staff receive safeguarding updates.

Supporting staff

- provide advice and guidance;
- support staff dealing with safeguarding issues.

Child-centred practice

- understand and reflect the views, wishes and experiences of children.

The DSLs will be available during school hours and deputies trained to the same standard.

All Staff

All staff will play a critical frontline role in safeguarding. They will:

- will read and understand KCSIE Part One and receive regular safeguarding updates;
- maintain an attitude of "it could happen here";
- be able to identify signs of abuse, neglect and exploitation;
- act in the best interests of the child.

Responding to concerns

Staff will:

- report concerns immediately to the DSL;
- record concerns clearly and factually;
- not investigate or delay action;
- support children appropriately.

Disclosures

Staff must:

- listen carefully;
- reassure the child;
- not promise confidentiality;
- pass information on without delay.

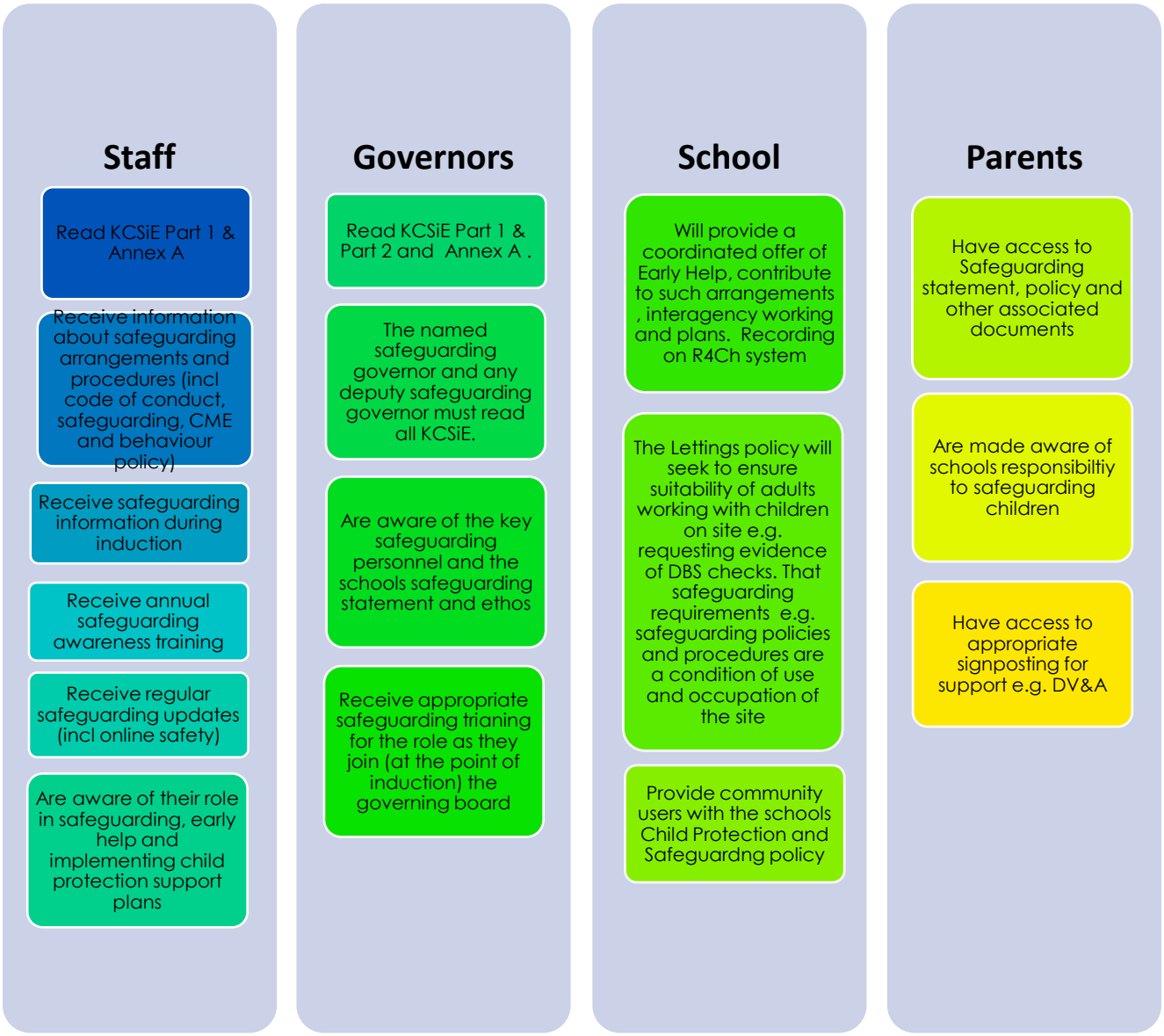
Multi-agency working

- contribute to plans where required;
- share information appropriately.

Safeguarding environment

- help maintain a safe and supportive learning environment;
- model appropriate professional conduct.

The Learn to Live Federation will ensure that staff, Governors, School and parents:



The Designated Safeguarding Lead and deputies will also:

- Attend Initial DSL (Level 3) training;
- Refresh at least every 2 years;
- Attend annual updates/briefings;
- Attend Prevent duty awareness multi-agency/local safeguarding training;
- Safer recruitment training (good practice).

Safer Recruitment

The Learn to Live Federation is committed to ensuring that all recruitment and selection processes help deter, identify and reject people who may pose a risk to children.

The Federation follows the safer recruitment requirements set out in **Keeping Children Safe in Education** and operates robust recruitment, vetting and induction procedures for all staff, governors, volunteers, contractors and agency workers.

The Federation will:

- maintain an accurate and up-to-date Single Central Record (SCR);
- undertake all required pre-employment checks, including identity, qualification, employment history and DBS checks;
- complete online searches for shortlisted candidates as part of the recruitment process;
- ensure appropriate checks and risk assessments are completed for volunteers, contractors and visitors;
- obtain written assurance that relevant checks have been completed for agency and third-party staff;
- provide safeguarding induction and ongoing safeguarding training for all adults working within the Federation; and
- promote a culture of vigilance where safeguarding remains everyone's responsibility throughout employment.

Further information can be found in the Federation's Recruitment and Selection Policy, Staff Code of Conduct and Keeping Children Safe in Education guidance. Do we have one of these?? Yes but needs reviewing by Sarah B. It's a model policy. I have emailed her.

6. RECOGNISING AND RESPONDING TO SAFEGUARDING CONCERNS "IT COULD HAPPEN HERE"

Recognise:

All staff should recognise that any child, in any setting, can be a victim of abuse and maintain an attitude of "it could happen here." Safeguarding issues are often complex and overlapping, with multiple factors present rather than isolated concerns.

Many pupils within the Learn to Live Federation have complex learning difficulties, communication needs and additional vulnerabilities which may make it more difficult for them to recognise, communicate or disclose concerns. Staff should be alert to changes in behaviour, presentation, communication, physical wellbeing, emotional wellbeing or attendance and should be professionally curious when concerns arise.

Safeguarding concerns can arise in any environment, including within the home, school, community and online. Abuse, neglect and exploitation are forms of maltreatment that may result from direct harm or a failure to prevent harm. These concerns can involve adults, other children or, in some circumstances, a child causing harm to a parent, carer or other family member. Child-to-parent/carer abuse is recognised as a safeguarding concern and may include physical, emotional, verbal, coercive or controlling behaviour.

Abuse can occur both offline and online, including through the misuse of technology. Children may also experience child-on-child abuse, which will always be taken seriously and never dismissed as "banter", part of growing up or harmless behaviour.

Staff should also be aware of contextual safeguarding risks, where children may be vulnerable to harm outside the family home. These risks can include child criminal exploitation, child sexual exploitation, serious youth violence, county lines activity and radicalisation. Behaviours such as substance misuse, persistent absence from education and the sharing of nude or semi-nude images can increase a child's vulnerability to harm and may be indicators of wider safeguarding concern.

Harmful Sexual Behaviour (HSB)

The Federation recognises that children who display harmful sexual behaviour may also require safeguarding assessment, support and intervention. Harmful sexual behaviour exists on a continuum from inappropriate behaviour through to abusive behaviour and may occur online or offline. All incidents will be responded to in a proportionate, child-centred manner, taking account of the age, developmental stage, understanding and needs of all children involved.

The Federation will provide appropriate support for victims and will also consider the safeguarding needs of any child displaying harmful sexual behaviour. Early identification, intervention and multi-agency working are key to reducing risk, preventing escalation and promoting positive outcomes for all children.

The Federation recognises that children who harm other children may themselves have experienced abuse, neglect, trauma or other adverse experiences and may require safeguarding assessment and support alongside appropriate risk management measures.

Further details on the categories of abuse (physical, emotional, sexual, and neglect), indicators of harm, and specific safeguarding concerns are provided in the relevant appendices and statutory guidance, including *Keeping Children Safe in Education*.

• Child missing or absent from education • Child missing from home or care • Child-to-parent/carer abuse • Child sexual exploitation (CSE), child criminal exploitation (CCE) • Bullying including cyberbullying • Domestic abuse • Drugs • Fabricated or induced illness • Faith abuse • Female genital mutilation (FGM) • Forced marriage • Gangs and youth violence	• Gender-based violence/violence against women and girls (VAWG) • Mental health difficulties • Private fostering • Radicalisation • Youth produced sexual imagery (sexting) • Teenage relationship abuse • Trafficking • Child on child abuse • Harmful Sexual Behaviour • Upskirting • Serious violence • Sexual harassment

Staff may sometimes suspect a pupil is at risk without clear evidence, noticing changes in behaviour, unusual work, or signs of distress. While these indicators may be linked to everyday life events (such as family changes, bereavement, or illness), they could also signal abuse or safeguarding concerns. Staff will be professionally curious around such situations they will also explore barriers to attendance.

In such situations, staff will provide the pupil and/or their parents with an opportunity to talk and offer support, for example by asking if they are okay or how they can help.

Responding:

Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If the pupil does begin to reveal that they are being harmed, staff should follow the advice in **Flow Chart A** and in the table below 'pupil making a disclosure'. All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

Flow Chart A

1. Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.

2. Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police. However, it is important to ascertain relevant information.

3. Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.

4. Any concerns will be recorded , including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing.

If a pupil discloses to a member of staff

- we recognise that disclosure takes courage; children may feel fear, shame, guilt or may not understand they are being abused;
- a child's first experience of sharing concerns must be positive, as they may need to repeat their account to other professionals.

During their conversation with the pupil, staff will:

- listen carefully and allow the child to speak freely;
- remain calm, not show shock, and take the disclosure seriously;
- reassure the child it is not their fault and they have done the right thing;
- use open questions, avoid leading questions or assumptions;
- allow silence and avoid pressure, judgement, or criticism;
- avoid unnecessary physical contact;

- explain what will happen next and that information cannot be kept secret.

Notifying Parents

- concerns will usually be discussed with parents by the DSL/DDSL;
- if informing parents may increase risk, advice will be sought from the Local Authority Safeguarding Hub first;
- parents will not be informed in cases such as forced marriage or honour-based abuse where this could increase harm; police involvement may be necessary.

Making a referral

- all concerns or disclosures must be reported immediately to the DSL;
- the DSL will decide if a referral to the Local Authority Safeguarding Hub or other support is required;
- any staff member can make a referral if necessary;
- parents and the child will usually be informed unless this increases risk;
- if a child remains at risk or their situation does not improve, further action should be taken;
- immediate danger requires urgent referral to the Safeguarding Hub and/or police;
- the DSL must be informed of all referrals.

Supporting our Staff

- we recognise safeguarding cases can be distressing for staff;
- support is provided through the DSL and access to further guidance as needed.

7. EARLY HELP AND FAMILIES FIRST

The Learn to Live Federation recognises that providing help and support as soon as concerns emerge is a key part of safeguarding. Working in partnership with children, families and other agencies, we use a graduated approach in line with Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026, including universal services, Family Help and statutory safeguarding intervention where required.

Many of our pupils have complex learning difficulties, communication needs, health needs and additional vulnerabilities which may make it more difficult for them to recognise, communicate or report concerns. Staff will maintain professional curiosity and be alert to changes in presentation, behaviour, communication, attendance or wellbeing that may indicate a safeguarding concern.

The Federation recognises that attendance can be an important indicator of a child's safety and wellbeing. Persistent absence, severe absence, part-time timetables, patterns of non-attendance and children missing education may be signs of abuse, neglect, exploitation or unmet need and will be monitored and acted upon promptly.

Children with medical conditions may be more vulnerable to abuse, neglect, exploitation or poorer outcomes and may require additional safeguarding consideration.

Any child may benefit from Family Help. Staff should be particularly alert where a child:

- has SEND, complex health needs or communication difficulties;

- experiences difficulties with attendance or engagement in education;
- is showing signs of abuse, neglect, exploitation or harmful behaviour;
- is experiencing mental health or emotional wellbeing difficulties;
- lives in a family affected by domestic abuse, substance misuse or parental mental ill health;
- is vulnerable to criminal or sexual exploitation, radicalisation or online harm; or
- has a social worker, is a child in care, previously looked after child, or has recently returned home from care.

The Federation recognises that children questioning their gender may experience additional vulnerabilities and may require individualised support. The Federation will follow current DfE and Keeping Children Safe in Education guidance, balancing safeguarding, welfare, privacy, dignity and the rights of all pupils.

Where appropriate, the Federation will work with families and partner agencies through Family Help, Child in Need and Child Protection processes to ensure children receive the right support at the right time.

This list is not exhaustive. The welfare of the child will always be our paramount consideration.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
• is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory education, health and care plan); • 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; • is frequently missing/goes missing from education, care or from home (CME); • is misusing drugs or alcohol themselves; • is at risk of modern slavery, trafficking or exploitation; • is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; • has returned home to their family from care; • is showing early signs of abuse and/or neglect and/or exploitation; • is at risk of being radicalised or exploited; • is a privately fostered child; • has an imprisoned parent; • is experiencing mental health, wellbeing difficulties; • is persistently absent from education (including persistently absent for part of the school day); • is a child missing education (CME); • has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit; • is at risk of 'honour' based abuse such as FGM or forced marriage; • LGBTQ+, Gender questioning and gender diverse children. *This list is not exhaustive.*

8. RECORDING, CONFIDENTIALITY, INFORMATION SHARING AND GDPR

The school recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping. We work in line with *Working Together to Safeguard Children*, *Keeping Children Safe in Education*, and the Data Protection Act 2018.

Confidentiality and Information Sharing

- safeguarding information is highly sensitive and shared only on a strict need-to-know basis, as determined by the DSL or Executive Head;
- all staff have a professional duty to share information to protect children; GDPR and the Data Protection Act 2018 do not prevent sharing where a child is at risk;
- staff must not promise confidentiality to a child if it could compromise their safety;
- concerns should normally be discussed with the DSL, Executive Head, or Chair of Governors, who will decide on further sharing. However, any staff member can make a referral if necessary;
- parents will usually be informed of referrals unless doing so would increase risk or impede a criminal investigation;
- information should be shared early to identify and respond to safeguarding concerns;
- all information sharing must be:
    - necessary and proportionate
    - relevant and adequate
    - accurate
    - timely
    - secure

Recording Safeguarding Concerns

All staff must:

- use the school's agreed recording system;
- record information factually, clearly, and promptly, including dates, times, and context;
- include body maps where appropriate;
- report concerns to the DSL immediately (verbally if urgent), followed by written records;
- document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes;
- ensure the voice of the child is clearly captured.

Storage and Transfer of Records

- safeguarding records are kept secure, confidential, and separate from pupil files;
- records are managed in line with GDPR and statutory guidance;
- when a pupil transfers school, safeguarding files are shared securely and promptly (within 5 working days), with consideration for earlier information sharing where appropriate to support the child.

Inter-Agency Working

- the school will work collaboratively with external agencies and share relevant information to safeguard children effectively;

- where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care.

Low-Level Concerns

A low-level concern is any action or behaviour by an adult working in or on behalf of the Federation that may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, but does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Examples of low-level concerns include, but are not limited to:

- being overly friendly with children;
- showing favouritism;
- taking photographs of children on a personal mobile device;
- engaging with a child one-to-one in a secluded area;
- using inappropriate, sexualised or offensive language;
- or any action that could be misinterpreted by others.

Reporting a concern is a neutral act and does not automatically imply wrongdoing. Concerns will be managed sensitively, fairly and confidentially with the welfare of the pupil as the priority.

All staff are expected to share low-level concerns promptly and confidentially to the Designated Safeguarding Lead, reporting the procedures outlined in this policy. These concerns must be recorded in writing on CPOMS selecting the 'Safeguarding' category and then the sub category 'Staff Conduct Concern'. Reports must include details of the concern, the context in which it arose and any action taken. The Federation safeguarding team will regularly review records to identify any pattern of low level concerns that may indicate a need for further action or support.

Addressing low-level concerns helps maintain a culture of openness, trust and transparency, reinforces the Federation's commitment to safeguarding, and ensures that staff consistently model appropriate behaviour to keep children safe.

9. WHISTLEBLOWING AND ALLEGATIONS AGAINST STAFF

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the **Federation Whistleblowing Policy**.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 and the line is available from 8 am to 8 pm, Monday to Friday, email: help@nspcc.org.uk

Staff should follow the school's agreed process if they have a concern for the Executive Head - **Federation Whistleblowing Policy**.

Whistleblowing re the Executive Head should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. All staff must adhere to the school's **Staff Code of Conduct** and safer working practice guidance.

This includes:

- maintaining professional boundaries;
- using technology appropriately;
- avoiding behaviour that could be misinterpreted.

1. All employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the Executive Head (or equivalent senior member of staff).

2. The Executive Head will make an assessment to determine if the matter is a 'low level concern' or an 'allegation' (this means that the concern may meet the harm threshold).

3. The Local Authority Designated Officer (LADO) will be contacted for all 'allegations' and the relevant guidance will be followed. If the Executive Head needs advice or guidance they should contact the LADO. If the allegation is against the Executive Head, the person receiving the allegation will contact the LADO or Chair of Governors directly.

4. Where concerns are considered to be 'low level' by the Executive Head, they should be managed in-line with part 4 of KCSiE and the wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process.

5. If the concern relates to the Executive Head, the person receiving the information will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Executive Head first. [NB where the Executive Head is also the sole proprietor of an independent school the concerns should be reported directly to the LADO].

6. In the event of an allegation against the Executive Head, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Executive Head or Heads of Site will seek the advice of the LADO and an HR Consultant in making this decision.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Federation Schools will ensure that pupils are aware of how they can raise a concern should they be worried about a member of staff conduct. This may be for example by talking to a trusted adult.

10. PHYSICAL INTERVENTIONS

Physical intervention will only be used as a last resort, where a child is at risk of harming themselves or others, causing significant damage to property, or committing a criminal offence, and only the minimum force necessary will be applied. Staff will use de-escalation and other preventative strategies before considering physical intervention.

The school adopts the Team Teach approach to positive behaviour support and physical intervention. Team Teach is an accredited training programme that places a strong emphasis on understanding behaviour, positive relationships, verbal and non-verbal de-escalation techniques, and the use of restrictive physical interventions only as a last resort.

Only staff who have received appropriate Team Teach training and regular refresher updates are authorised to use Team Teach physical intervention techniques.

Team Teach physical intervention techniques may only be used when a pupil is:

- presenting a risk of injury to themselves;
- presenting a risk of injury to others;
- causing or at risk of causing significant damage to property; or
- committing a criminal offence.

All incidents involving restrictive physical intervention must be recorded, including the reason for the intervention, the type and duration of restraint, the staff involved, the position used, and any witnesses.

Parents or carers will be informed of any restrictive physical intervention on the same day wherever possible, and a record of this communication will be maintained.

For children who may require planned physical intervention, arrangements will be agreed with the pupil, parents/carers and relevant staff, and documented within care plans and/or risk assessments.

Any intervention causing injury or distress may be subject to safeguarding, child protection or disciplinary procedures.

Appropriate professional touch is recognised as an important part of working with children, and staff follow the school's Safe Practice guidance to maintain clear professional boundaries.

11. ONLINE SAFETY

The Learn to Live Federation recognises that online safety is an essential part of safeguarding. Technology can present many positive opportunities for learning, communication and independence; however, it can also expose children and young people to significant risks. Safeguarding concerns may occur both online and offline, and staff will remain vigilant to the ways in which technology, including Artificial Intelligence (AI), may be used to facilitate harm.

Online safety is a whole-school responsibility and forms part of the Federation's safeguarding culture. We recognise that pupils with learning disabilities, communication needs and additional vulnerabilities may require enhanced support to understand online risks, report concerns and develop safe online behaviours.

Online risks may include:

- exposure to harmful, inappropriate or misleading content;
- unwanted or harmful contact from others online;
- online behaviour that places a child or others at risk;
- financial exploitation, scams and commercial harms;
- cyberbullying and online harassment;
- online grooming and exploitation;
- child-on-child abuse facilitated through technology;
- the sharing of nude or semi-nude images and videos;
- exposure to misinformation, disinformation and harmful online influences;
- AI-generated sexual imagery and deepfake images or videos;
- AI-facilitated grooming, manipulation and exploitation; and
- the unsafe or inappropriate use of generative AI by pupils or adults.

Children will be taught to use technology safely, respectfully and responsibly through the curriculum and wider safeguarding education. Staff will support pupils to develop digital resilience and understand how to seek help if they experience concerns online.

The Designated Safeguarding Lead (DSL), supported by the Governing Board, will ensure that appropriate filtering and monitoring systems are in place and regularly reviewed to safeguard pupils. Reviews will take place at least annually and whenever there is a significant change in technology, safeguarding risks or school systems.

Any online safety concern will be treated as a safeguarding concern. Incidents will be responded to promptly, recorded in accordance with school procedures, risk assessed where appropriate, and supported through the school's safeguarding processes.

In addition, staff will:

- receive regular training and updates on online safety, emerging technologies and AI-related risks;
- understand their role in identifying and responding to online safeguarding concerns;
- model safe, professional and appropriate use of technology; and
- follow the Federation's Online Safety, ICT Acceptable Use, Staff Code of Conduct and AI policies.

Yes we have these policies. Online Safety is ready but needs approving by the Online Safety Committee (it is an SLT policy) but others are in date.

12. ALTERNATIVE PROVISION, OFF-SITE SAFEGUARDING

Where pupils attend alternative provision or off-site settings, the Federation will ensure that:

- appropriate safeguarding arrangements are in place;
- providers have suitable safeguarding policies and procedures;
- staff working with children are appropriately vetted;
- there is clear communication between the school and the provider.

The school retains overall responsibility for safeguarding pupils placed in alternative provision.

13. SAFEGUARDING THROUGH THE CURRICULUM

The Federation recognises that safeguarding is not only about response, but also prevention through education. Pupils are taught how to recognise risks, develop resilience, and keep themselves safe.

- safeguarding education is embedded across the curriculum (e.g. RSHE, PSHE, Computing, assemblies);
- learning is age-appropriate, inclusive, and progressive;
- pupils are supported to develop knowledge, skills, and confidence to stay safe in a range of contexts.

In line with statutory guidance, pupils are taught about:

Personal Safety and Wellbeing

- healthy and respectful relationships;
- consent, boundaries, and recognising abuse;
- mental health, wellbeing, and seeking support.

Online Safety

- safe and responsible use of technology;
- risks such as cyberbullying, grooming, exploitation, and harmful content;
- digital footprints and privacy.

Risk and Vulnerability

- exploitation (criminal and sexual);
- child-on-child abuse;
- substance misuse and risky behaviours;
- radicalisation and extremism (Prevent duty).

Wider Safeguarding Issues

- domestic abuse;
- FGM, forced marriage, honour-based abuse (as age-appropriate);
- County lines and serious youth violence.

Skills and Protective Behaviours

Pupils are taught to:

- recognise unsafe situations and warning signs;
- identify trusted adults and know how to seek help;
- report concerns confidently;
- make informed and safe decisions.

Pupil Voice and Participation

- pupils are encouraged to share worries and concerns;
- systems are in place to ensure pupils feel listened to and supported;
- feedback from pupils helps shape safeguarding practice.

Staff Responsibilities

- all staff understand their role in reinforcing safeguarding messages;
- teaching is delivered by trained staff and supported through regular safeguarding updates;
- staff respond appropriately to any concerns arising from learning.

Partnership with Parents and Agencies

- the schools work with parents to promote safeguarding messages at home;
- external agencies may support delivery (e.g. police, health professionals).

14. DEVON SAFEGUARDING PARTNERSHIP ARRANGEMENTS

The Federation works in accordance with the **Devon Safeguarding Children Partnership (Devon SCP)** multi-agency safeguarding arrangements.

These arrangements are led by the three statutory safeguarding partners:

- Devon County Council;
- NHS Devon;
- Devon & Cornwall Police.

Each school will:

- follow the Devon SCP policies and procedures and the Southwest Child Protection Procedures;
- apply the Devon Levels of Need framework to support decision-making and referrals;
- make referrals through the Children's Front Door (Request for Support) in line with local procedures;
- participate fully in multi-agency safeguarding arrangements, including Child Protection Conferences, Core Groups and strategy discussions;
- share information appropriately to safeguard children;
- follow the Devon SCP escalation protocol where there are professional disagreements to ensure that children's safety is prioritised;
- engage with and implement learning from Child Safeguarding Practice Reviews and local safeguarding learning.

15. ESCALATION AND PROFESSIONAL CHALLENGE

We recognise the importance of professional curiosity and challenge in safeguarding children. If a member of staff feels that:

- a safeguarding concern has not been taken seriously;
- appropriate action has not been taken;
- a child remains at risk.

They must:

- escalate their concern to the DSL or senior leader;
- follow the Federation's escalation procedures;
- refer directly to children's social care if necessary.

The Federation will support staff to challenge decisions and will follow local escalation (professional challenge) procedures where there are disagreements between agencies.

16. POLICY LINKS

This policy should be read alongside and links to our policies on:

• Behaviour • Staff Code of Conduct • Whistleblowing • Anti-bullying • Health & Safety • Allegations against staff • Parental concerns • Attendance • Curriculum • PSHE • Teaching and Learning • Administration of medicines	• Drug Education • Relationships and Sex Education • Physical intervention • Online Safety, including staff use of mobile phones • Risk Assessment • Recruitment and Selection • Child Sexual Exploitation • Intimate Care • Radicalisation and Extremism • Data Protection/GDPR Guidance

17. LOCAL AUTHORITY SAFEGUARDING HUB CONTACTS

Children's Front Door

If you are concerned that a child is being abused, or to request Targeted Early Help (L3) support you can

call: 0345 155 1071
or
complete the Request for Support online form available at:
https://devoncountycouncil.outsystemsenterprise.com/MASH/homepage

The DevonSCP Children's Front Door **consultation line** for **professionals only:**
to request number email devonscp@devon.gov.uk.

Emergency Duty Team out of hours **0345 6000 388**
Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964
childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk

Further info: https://new.devon.gov.uk

Managing allegations - Devon Children and Families Partnership (dcfp.org.uk)

Early Help
Locality Early Help Mailbox
North: earlyhelpnorthsecure-mailbox@devon.gov.uk
Mid & East: earlyhelpmideastsecure-mailbox@devon.gov.uk
South & West: earlyhelpsouthsecure-mailbox@devon.gov.uk
Exeter: earlyhelpexetersecure-mailbox@devon.gov.uk

For emergencies outside of office hours please call:
0345 6000 388