Safeguarding and Child Protection Policy and Procedures

Working Together to Safeguard Children 2026 Statutory Guidance and Framework.

Linked to guidance, policy and practice of the
Stoke-on-Trent Safeguarding Children Partnership (SOTCSP)

POLICY

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

Moorpark Junior School
Jackfield Infant School
Alexandra Junior School
Alexandra Infants' School

Approval and Review

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	Sept 2026
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	*L. Eagle*
Accounting Officer	Mrs K Peters
Signature	*K. Peters*
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Version Control – see appendix 10

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1. INTRODUCTION

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The New Guild Trust is a community and all those directly connected with it - staff members, volunteers, Governors, Trust Board, parents, families and pupils; have an essential role to play in making it safe and secure.

The Trust Board and Local Governing Boards will ensure that The New Guild Trust has arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

This policy applies to all children (i.e. those who have not yet reached their 18th birthday); who are pupils in The New Guild Trust or who visit /come into contact with our Trust community.

This policy should be read and followed by all members of staff in The New Guild Trust, including all permanent, temporary and support staff, Senior Leadership Teams, Governors, Trust Board, volunteers, contractors and external service or activity providers.

This policy applies to all schools within The New Guild Trust throughout periods of school closure/reduced school provision due to national or local emergency (e.g. Covid-19) and throughout holiday and wrap around care provision.

2. PURPOSE & AIMS

The purpose of The New Guild Trust's Safeguarding and Child Protection Policy is to ensure we:

- **Are committed** – to develop a robust culture of vigilance and challenge and to respond to cases of suspected abuse or neglect consistently, sensitively, professionally and in ways which best support the needs of the child.

- **Build resilience** – by raising awareness of safeguarding and child protection issues with all staff and volunteers, and equipping children with the language and skills to keep themselves safe.

- **Establish a safe environment** – in which **all** children can learn and develop within an ethos of openness and where **all** children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.

- **Support vulnerable pupils** – who have been abused, have witnessed violence towards others or may be vulnerable to abuse.

- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of **all** school staff, supply staff and volunteers to work with our children. And to maintain an active vigilance thereafter in line with the safeguarding culture.

The aim for all schools within The New Guild Trust is to follow the procedures set out by the **Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026 by** knowing **and** understanding **that:**

- Safeguarding and promoting the welfare of children is **everyone's** responsibility, and the **voice of the child** is evident.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests of the child.**
- By establishing **a safe environment,** we **enable** our children to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a child's needs and circumstances.
- If children and families are to receive the **right help at the right time**, **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
- The importance of providing children with a **balanced curriculum** including PHSE, healthy relationship education, online safety, sexting, child on child abuse as well as County Lines, Contextualised issues and Child Criminal Exploitation. Also supporting this with online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks.**
- Undertaking the role to enable children and young people at our school to have **best outcomes**.
- Ensuring that as a school we have awareness of our staff's knowledge and understanding as well as embedding safeguarding, through clear systems of communication and purposeful professional learning so that safeguarding is a **robust element** of our school practice.
- All schools in the New Guild Trust are highly trained and informed in attachment aware and trauma informed policy and practices to enable an embodied relational approach to every aspect of school life. (as recommended in Working Together 2026)

At The New Guild Trust we strive to:

- **Protect** children and young people from maltreatment.
- **Prevent** impairment of our children and young people's mental and physical health or development.
- **Ensure** that our children and young people grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the **best outcomes**.

This policy provides guidance to all adults working within The New Guild Trust, whether paid or voluntary or directly employed by The New Guild Trust or a third party.

- This policy is available on The New Guild Trust website and on each academy schools' website and is available on request from the appropriate school office. We also inform parents and carers about this policy when their children join an academy school within The New Guild Trust.
- This policy will be reviewed in full by the Local Community Governing Bodies and Trust Board on an annual basis or sooner should legislation/guidance change.
- This policy sets out how The New Guild Trust governance discharges their statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils of The New Guild Trust. Our policy applies to all staff; paid and unpaid, working in The New Guild Trust, including Governors and Trustees.
- The policy is provided to all staff (including temporary staff, supply staff, students and volunteers) at the point of induction, alongside our Staff Code of Conduct. The induction will be proportionate to staff members' roles and responsibilities.
- Our Local Community Governing Bodies, working with the relevant Senior Leadership Team and especially the nominated Designated Safeguarding Lead within each academy school,

ensure that all staff including those staff who do not work directly with children read Part One of the 2026 KCSiE guidance.

- The schools in the New Guild Trust follow the Safeguarding Children's Partnership Stoke-n-Trent policies and procedures. Stoke-on-Trent Safeguarding Children Partnership – Safeguarding

3. ETHOS

Our pupils' welfare is of paramount importance, we are a child centred Multi Academy Trust and make all efforts possible to capture the voice of the child and to try and understand what their daily lived experiences are like. We encourage pupils to talk openly and to feel confident that they will be listened to.

We will work closely with parents and carers to ensure their understanding of The New Guild Trust's responsibilities to safeguarding and promote the welfare of their children, which may include the need to make referrals to other agencies in some situations. We will work closely with other agencies to meet the needs of our pupils.
The New Guild Trust is committed to safeguarding children and promoting children's welfare and expects all staff, Senior Leadership Teams, Trust Board members, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The New Guild Trust seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

"A child centred and coordinated approach to safeguarding :

1. *Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.*
2. *Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."*
3. *No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:*
    - *providing help and support to meet the needs of children as soon as problems emerge,*
    - *protecting children from maltreatment, whether that is within or outside the home, including online,*
    - *preventing the impairment of children's mental and physical health or development,*
    - *ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and*
    - *taking action to enable all children to have the best outcomes."*

(p.8 ,Keeping Children Safe in Education 2026)

What the schools and staff do if they have concerns about a child? (relates to p.21 of KCSEI 2026)

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.
When concerned about the welfare of a child, staff must always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately. (see appendix 1 for New Guild Trust staff induction on reporting a concern.)
All staff are encouraged to report any concerns that they have and **not see these as insignificant.** Our culture is one of openness and ongoing vigilance. Staff are encouraged to discuss potential safeguarding matters that occur in or outside of work with the DSL/ DSLL, including online where appropriate. If in exceptional circumstances, the DSL/ DDSL are not available, this should not delay the appropriate action being taken. Staff should consider speaking to a member of senior leadership in the Trust and / or take advice from the local authority children's social care. In these circumstances, any action taken will be shared with the DSL/ DDSL as soon as is practically possible.

On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over time** and are evidenced by building up a picture of harm; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity**. (See Appendix 1.)**

All children within The New Guild Trust are reassured that they have a voice, they are listened to and what they say taken seriously. They know that they will be supported and kept safe. They are never given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Children at our school are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never be made to feel ashamed for making a report.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to data protection laws.

Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

The DSL / DDSL with then make decisions on the next steps, options include :

- managing any support for the child internally via the school or college's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,
- undertaking a family help assessment or
- making a referral to statutory services or example as the child could be in need, is in need or is suffering, or likely to suffer harm.

4. KEY PRINCIPLES

The child's needs and welfare are paramount and schools within The New Guild Trust are **child centred schools.** All children have a right to be protected from abuse and neglect and have their welfare safeguarded. Children should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the child** in order to protect them.

The school recognises that scrutiny, challenge, and supervision are key to safeguarding children.

- All schools within The New Guild Trust have a robust Safeguarding training schedule for all staff, which is monitored by the Designated Safeguarding Lead (DSL). All staff receive Level 1 Safeguarding training, as required in KCSIE 2026, and receive regular updates through staff meetings, briefings, emails, etc. to develop and support robust safeguarding practices amongst all staff. This may be provided by the DSL or other member of the Senior Leadership Team. Level 1 Safeguarding training is updated every 3 years.
- Any staff member who misses the whole-school training will be required to join another school's whole-school training or attend an 'open session'.
- The nominated Trust Board member/Local Community Governor for safeguarding will undergo face to face 'Introduction to Safeguarding for Governors' training, (as provided by the Governor Support Unit and which includes Level 1 training); prior to or soon after appointment to the role. Level 1 Safeguarding training is updated every 3 years.
- We will ensure that staff members provided by other agencies and third parties, e.g. supply teacher and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole school training if it takes place during their period of work for any academy school within The New Guild Trust.
- All academy schools within The New Guild Trust will maintain accurate records of staff induction, training and annual updates.
- During emergency school opening arrangements (e.g. Covid-19) and during all holiday and wraparound care provision there is an identified DSL or Deputy DSL on duty rota. This may be a DSL/Deputy DSL from any of the Trust's individual academy schools' senior leadership teams. The DSL on duty will be known to all members of staff.
- There are two Deputy DSLs in each academy school of the New Guild Trust to ensure there is appropriate cover for the role of DSL at all times.
- Each academy school has a Family Help (Early Help) Champion responsible for leading on and supporting other staff to lead on family help assessments and family help plans for children and their families requiring help and support that does not meet the threshold for involvement with Children's Social Care.
- All schools within The New Guild Trust have clear induction processes for all staff, supply staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part One KCSIE 2026 (staff sign an Annual Declaration to say that they have read and understand their responsibilities to safeguard and protect children and know how to recognise signs and symptoms of abuse and neglect); reinforced through regular staff meetings throughout the academic year with recurrent safeguarding agenda item; staff development and monitoring of staff and Governor understanding; auditing of records; supervision of key staff. MAT Code of Conduct; MAT Behaviour Policy which includes bullying, cyber bullying, prejudice based and discriminatory bullying ; MAT's response to children absent from education, the role of the DSL (and any Deputies) and this child protection policy that amongst other things includes policy and procedures to deal with child on child abuse,.
- **All** staff within The New Guild Trust are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- **All** staff within The New Guild Trust are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside this environment.
- **All** staff, but especially the Designated Safeguarding Leads/Deputies within The New Guild Trust will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- **All staff are aware of the process for community-based Family Help assessments:**

  "

  - *the criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:*
  - *Targeted early help level (under sections 10 and 11 of the Children Act 2004), and*
  - *Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)*
  - *the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)*
  - *Section 31 of the Children Act 1989 (care and supervision orders), and*
  - *Section 20 of the Children Act 1989 (duty to accommodate a child)*
  - *and clear procedures and processes for cases relating to:*
  - *the abuse, neglect, and exploitation of children*
  - *children managed within the youth secure estate*
  - *disabled children " (p.10 KSCIE, 2026)*
-
- "Whatever their circumstances, children and families should not be left waiting to access help and support when issues arise. The system of help, support and protection should respond flexibly and wrap support around families at the point of need. These are the principles that underpin Family Help. Family Help aims to improve outcomes for children by understanding and responding to their needs, and to the circumstances of their family, as early as possible. It takes place at the heart of communities, bringing together local services under a combined, multi-disciplinary practice approach and service offer." P.121. working together 2026

  •All staff within The New Guild Trust know what to do if a child tells them they are 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 local authority 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. (KCSIE 2026)

  •All staff within The New Guild Trust know 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report. (KCSIE 2026)

- **All** staff within the New Guild Trust should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional

curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people. (KCSIE 2026)

- **All** staff within The New Guild Trust have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care 'Child and Advice' service (ChAD) on 01782 235100.**

- Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.

- All schools within The New Guild Trust understand their responsibility to **request a statutory assessment** lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.

- All schools within The New Guild Trust will work in **partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child to safeguard them.

- All schools within The New Guild Trust will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.

- All schools within The New Guild Trust will follow the Stoke-on-Trent Children's Safeguarding Partnership's procedures and provide them with information as required Stoke-on-Trent Safeguarding Children Partnership – Safeguarding
- Staff, children, and families will need support following child protection processes being followed.
- All New Guild Trust policies, which support our ethos of safeguarding, will be interlinked with this Safeguarding and Child Protection Policy.
-

Opportunities to teach safeguarding

- Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils/students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being, including online .
- Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying) **. the curriculum follows the statutory guidance for Relationships and Health Education)** which can be found here (revised for introduction September 2026).
  - The schools understand that they play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. The schools in The New Guild Trust are fully relational and have a clear set of inclusive values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school relational behaviour policy and pastoral support systems, as well as by a planned programme of evidence based RHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The curriculum is fully inclusive

and developed to be age and stage of development appropriate (especially considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities). The curriculum covers, at an age-appropriate stage, issues such as:

- supporting children to develop the skills that form the building blocks of all positive relationships,
- healthy and respectful relationships,
- boundaries, consent and kindness in relationships,
- stereotyping, prejudice and equality,
- body confidence and self-esteem,
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour,
- the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and
- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

- Relevant issues will be addressed through all areas of the curriculum.

See KCSIE 2026 for further support information p.44 and Annex A

5. LEGISLATION AND GUIDANCE (see section 20 for full list)

Schools and colleges **must have regard** for the DfE statutory guidance **'Keeping Children Safe in Education (DfE2026).**

Keeping Children Safe in Education 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

This guidance is read alongside

- statutory guidance Working Together to Safeguard Children, and
- departmental advice What to do if you're worried a child is being abused: advice for practitioners, and
- statutory guidance, section 3 of Early years foundation stage (EYFS) statutory framework - GOV.UK (for children aged 0 to 5 in school-based nurseries and reception).

All adults working with children within the New Guild Trust have read and understand **Part One of Keeping Children Safe in Education 2026.**

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**, to enable them to decide whether they should take any action to safeguard and promote the child's

welfare. There may be a need for immediate protection whilst the assessment is carried out. **(See Appendix 1).**

A **child in need** is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) **to exercise their functions** with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Human Rights Act 1998

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: all of the rights and freedoms set out in the Act must be protected and applied without discrimination[1], and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

According to the Equality Act schools and colleges must not unlawfully discriminate against pupils, students or staff because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important in the context of safeguarding, this guidance and the legal duties placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate to deal with particular disadvantages affecting pupils or students with certain protected characteristics, in order to meet their specific need. A school or college, could, for example, consider taking positive action to support girls if there is evidence that they are being disproportionately subjected to sexual violence or sexual harassment, including online. There is also a duty to make reasonable adjustments for disabled children and young people.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act can be found at Equality Act 2010: advice for schools.GOV.UK it may also be useful for colleges. For further information see Guidance: EHRC (equalityhumanrights.com). (KCSIE 2026, p30)

Sport

This section apples to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and the importance of ensuring sport is safe and fair.

As children get older, some sports are typically taught and played in singlesex groups.[2] The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.
Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case there must be no exceptions. In other cases, schools or colleges may have adopted a policy of single-sex sports for reasons related to fairness.

Where there are no safety concerns and a child makes a request relating to how they participate, schools and colleges will need to consider the request in light of the advice on "considering requests for support with social transition". This means that the school or college would need to take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE. (KCSIE , 2026 , p31)

Public sector Equality Duty (found in the equality act) 0 the schools eliminate unlawful discrimitnation, harassment and victimisation and foster good relations. All the schools in The New Guild Trust follow relational policy and practice.

Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 – 'data protection laws'

Throughout this guidance, the term 'data protection laws' refers collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.

Data protection laws place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

In addition, see the DfE Data Protection guidance for schools, which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

6. ROLE AND RESPONSIBILITIES

Designated and Deputy Safeguarding Leads:

Our Designated Safeguarding Leads are:
Moorpark Junior School: Mrs Lyndsey Wright
Jackfield Infant School: Mrs Rachel Davies
Alexandra Junior School: Miss Julie Rowe
Alexandra Infants' School: Mrs Adele Lupton

Our Deputy Designated Safeguarding Leads are:
Moorpark Junior School: Mrs Sally Mills; Mrs Michelle Matthews
Jackfield Infant School: Mrs Paula Holmes; Mrs Beverley Bromage
Alexandra Junior School: Miss Danielle Lindop; Mrs Wendy Lambert-Eardley; Mrs Sally Adams
Alexandra Infants' School: Mrs Amanda Smith; Mrs Wendy Lambert-Eardley; Mrs Sally Adams

The Designated and Deputy Designated Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with that outlined in Annex B **Keeping Children Safe in Education 2026**

The DSL/DDSL will undergo the appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with the Stoke-on-Trent Safeguarding Children's Partnership requirements.

In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually, through the termly DSL briefings, meeting other DSL's, emails and reading statutory guidance. The training provides DSL/DDSL's with a good understanding of their own role, the processes, procedures, and responsibilities of other agencies, particularly Children's Social Care.

Each academy school's DSL continually develops an understanding of the community the school serves, the risks and resilience by:

- Supervision of DSL Team on safeguarding issues relating to individual children.
- Supporting families through school-led Early Help and higher levels of safeguarding thresholds.
- Liaising with the academy school mental health lead.
- Informing class teachers of any safeguarding issues as needed and if the child has a social worker.
- Monitoring the educational achievements of children with a social worker.
- Providing family training.
- Fostering relationships with community groups.
- Attending local intelligence meetings, e.g. PREVENT.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority Children's Social Care as required. They will represent the school at child protection conferences and core group meetings. The DSL will be the expert within our setting to support staff in liaising with other agencies, making assessments and referrals. Any staff member may be required to be part of strategy discussions with other inter-agency meetings and contribute to the assessment of child/ren.

The DSL/Deputy DSL should liaise with the local safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2026.

NPCC Guidance 'When to call the Police' helps Designated Safeguarding Leads understand when they should consider calling the Police and what to expect when they do.

The DSL will support staff who make referrals to Children's Advice & Duty service (ChAD) on 01782 235100.

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and support staff making Prevent referrals to the Channel programme.

The DSL (if the Head Teacher/Head of School) will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with Stoke-on-Trent's Safeguarding Children Partnership training strategy and KCSIE 2026 recommendations. This will include bulletins, briefings, and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place.

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers do not make promises to any child and will not keep secrets. Every child will be made aware of what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.

The DSL monitors and maintains the electronic/paper case management systems using CPOMS to record a clear summary of concerns about children and young people ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately; as well as decisions reached and outcome. Paper records will always be used for all child protection and welfare concerns for children who are not on roll at an academy school. The paper records will be secured in locked storage by the DSL in the providing academy school. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection.

During periods of emergency school opening and during holiday and wraparound care provision, senior leader DSL on duty from another academy school will have access and SLT permissions for CPOMS to the children in attendance. Where this has not been possible due to emergency school opening arrangements, then the DSL on duty will make records on paper concern forms and pass to the DSL of that child's own school to be uploaded onto CPOMS.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on CPOMS as incidents that are logged within a child's safeguarding file:
Concern logs will include :

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

DSL monitors the quality of safeguarding files and/or recording on electronic systems (CPOMS) through auditing case files regularly. The DSL/DDSL should have appropriate and regular supervision within the Senior Leadership Team. Systems are compliant with General Data Protection Act.

DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Family Help Assessment, files being removed from school and returned for the purposes of case review meetings, Rapid Reviews, Child Safeguarding Practice Reviews (CSPR) and DHR (Domestic Homicide Reviews).

DSL helps to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

DSL ensures systems in place to induct new staff/governors are robust and monitored and noncompliance shared with Senior Leadership Team/Governance body. DSL ensures induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL ensures each member of staff has access to and understands the New Guild Trust's child protection policy and procedures, especially new and part-time staff.

DSL understands and supports the New Guild Trust with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.

The New Guild Trust's On-Line Safety Policy links with this policy
https://www.newguildtrust.co.uk/policies/ :

The Lead Person for Online Safety is as follows:

Online Safety Lead	Mrs. L Wright	Mrs. R. Davies	Miss J Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

It is part of the DSL's responsibilities to take a lead on understanding the filtering and monitoring systems and processes in school.

Designated Safeguarding Lead/Governing Body/Head Teacher/Head of School all encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures The New Guild Trust may put in place to protect them. DSL has developed systems to record these and ensure through case reviews the child/ren's voice have been heard/recorded and they have a child-centred approach.

DSL will liaise with the Head Teacher/Head of School/CEO/Trust Board to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

DSL as required, liaises with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

DSL will liaise with all staff (e.g. pastoral staff, school nurses, SEN staff and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly.

DSL, where a parent chooses to remove their child/ren from school to receive **EHE (Elective Home Education)**, will make arrangements to pass any safeguarding concerns **and** the safeguarding file if there is one, to the EHE Team within Stoke-on-Trent City Council and inform other professionals who may be involved with that child.
EHE email electivehomeeducationservice@stoke.gov.uk or to refer to the EWO's after they have been missing for over 5 days but not yet the 20.

The DSL ensures the safeguarding/child protection policy is available publicly and parents know that referrals about suspected abuse or neglect, may be made and the role of our setting in this.

The New Guild Trust academy schools also adopt local policies on safeguarding and training opportunities.

During term time, the DSL or Deputy DSL is available (during school/college hours) for staff in the school or college to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared across The New Guild Trust. To ensure continuity of safeguarding responsibilities, schools in The New Guild Trust implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

At times, education settings, may require further assistance from interpreters to support children and families. These services will be accessed with the support of the DSL.

Trust Board/Local Community Governing Body

The Trust Board/Local Community Governing Body and Head Teacher/Head of School are accountable for ensuring the effectiveness of this policy and compliance across The New Guild Trust.

The Trust Board/Local Community Governors have a Safeguarding Link Governor who is:

- Mr. J. Lovatt (Moorpark Junior School and Jackfield Infant School)
- Mrs. A. Allcock (Alexandra Junior School and Alexandra Infants' School).

The Trust Board/Local Community Governing Bodies have appointed the following persons as Designated Safeguarding Lead(s) who are part of the Senior Leadership Team within their respective academy school:

Designated Safeguarding Lead	Mrs. L. Wright	Mrs. R. Davies	Miss. J. Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

The Trust Board/Local Community Governing Bodies will monitor these posts, to ensure that each DSL has the time and resources required, to fulfil the duty.

The Trust Board/Local Community Governing Bodies/Head Teachers/Head of School have identified two persons Deputy Designated Safeguarding Lead for each academy school, and they are trained to the same safeguarding standard as the DSL.

The DSL can delegate activities to Deputy Designated Safeguarding Lead(s); however, the ultimate responsibility remains with the DSL, the lead responsibility should not be delegated. In the absence of the DSL the Deputy DSL(s) will take the lead on safeguarding with clear direction from the Senior Leadership Team.

Across The New Guild Trust our Deputy Designated Safeguarding Leads are:

Deputy Designated Safeguarding Lead	Mrs S Mills Mrs M Matthews	Mrs. P. Holmes Mrs. B. Bromage	Miss D Lindop Mrs. W. Lambert-Eardley Mrs. S. Adams	Mrs. A. Smith Mrs. S. Adams Mrs. W. Lambert-Eardley
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

The DSL and DDSL job role have been added to each staff member's job description. The Trust Board/Local Community Governing Bodies have shared the content of "Keeping Children Safe in Education" (2026) with Designated Safeguarding Leads/Deputy Designated Safeguarding Leads and are confident the individuals have the knowledge, understanding to carry out their roles appropriately. The DSL training is compliant with the Local Safeguarding Children's Board requirement.

The Trust Board/Local Community Governing Bodies ensures that the DSLs understand their responsibility in leading safeguarding and child protection across the academy school which includes the responsibility for understanding the filtering and monitoring systems and processes in school. This individual has the appropriate status, authority, funding, resources, training, and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSLs/Deputy DSLs receive appropriate and regular supervision from the Senior Leadership Team or external services.

The Trust Board/Local Community Governing Bodies ensure that they facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes, policies and practice, operate with the **best interests of the child** at their heart.

Where there is a safeguarding concern, the Trust Board/Local Community Governing Bodies, Head Teachers, Head of School ensure the child's wishes and feelings are considered when determining

what action to take and what services to provide. Systems are in place and are well promoted, explained properly and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Trust Board/Local Community Governing Bodies ensure that the school is **compliant with their 175/157** audit return to the Local Authority Safeguarding Children Board. Any areas of concern in safeguarding are identified and a safeguarding action plan is developed. The Trust Board/Local Community Governing Bodies ensure the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2026).

The Trust Board/Local Community Governing Bodies ensure **Safer Recruitment Procedures**, that include the requirement for appropriate checks in line with national guidance, are followed.

The Local Community Governing Bodies have an overview of **training schedules and future training requirements** and this is updated regularly. All staff, volunteers, Trust members and Governors have received an induction which includes regular updated safeguarding training compliant with SOTCSP including online safety and their expectations, roles and responsibilities around filtering and monitoring.

The New Guild Trust ensures that children are taught about safeguarding, including online safety, see sections further on in this policy regarding this and each school's website policies for PHSE and online safety.

- Teaching About Relationships, Sex and Health (government guidance)

There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

All staff, volunteers, Trust members and Governors have read and understood The New Guild Trust's Code of Conduct annually and Keeping Children Safe in Education 2025. At The New Guild Trust we have developed a system, in-line with guidance, to ensure that regulated and non-regulated activities, as well as staff supervision, is understood across the school. The identification of volunteers, students, supply staff and visitors can be clearly identified by our visitor system.

The Trust Board/Local Community Governing Bodies will ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are updated at least annually with timely updates, if required sooner. These policies include:

- This Safeguarding/Child Protection Policy and our whole setting culture and approach to all forms of safeguarding referencing SOTSCP safeguarding arrangements by safeguarding partners, as well as other policies such as child on child abuse, online safety and special educational needs and disabilities (SEND). We ensure that we keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- A restorative Behaviour and Rewards Policy including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- A staff Code of Conduct which includes acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- A Confidential Reporting (Whistleblowing) Procedure and staff have received a copy and had the opportunity to raise concerns.
- Appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeated occasions.

Our Trust Board/Local Community Governing Bodies/Head Teachers/Head of School have ensured that there is a current whistleblowing policy and staff have received a copy and had the opportunity to raise concerns. There is a culture in our setting where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures. (click link to Trust policies https://www.newguildtrust.co.uk/policies/)

Further guidance on whistleblowing can be found at this link. The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

The Trust Board/Local Community Governing Bodies and Headteachers/Head of School have a schedule to review policies and procedures to ensure they are current and in line with National and local guidance.

The Trust Board/Local Community Governing Bodies and DSLs coordinate the updates within the training schedule to support the culture of learning for all staff/volunteers.

At The New Guild Trust we update parents and carers through newsletters/Dojo/school websites/text messages and noticeboards in reception. Each academy school's family support worker provides key communication with parents and carers offering support and guidance that impacts on children's wellbeing to give families requiring help and support that does not meet the threshold for involvement with Children's Social Care.

Designated Teacher for Looked After and Previously Looked After Children

The Trust Board/Local Community Governing Bodies have appointed a Designated Teacher (DT) in each academy school and this teacher works with the local authority and parents/carers to promote the educational achievement of registered pupils in our setting, who are 'looked after'.

The Designated Teachers for Looked After and Previously Looked After Children are as follows:

Looked After and Previously Looked After Children	Mrs. L. Wright	Mrs. R. Davies	Miss. J Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Our Designated Teacher(s) will work across individual academy schools to promote and improve educational outcomes for children in care using evidence-based interventions. This being children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications, training, and experience. They are in a leadership role and can make decisions on behalf of the school to implement plans to support children in care.

At The New Guild Trust we are attachment aware and trauma informed and take a relational based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes.

The Designated Teacher works with the Virtual school, to provide the most appropriate support, utilising the Pupil Premium plus, to ensure that they meet the needs identified in the child's personal education plan (PEP). They also work with the virtual school head, to promote the educational achievement of previously looked after children.

The New Guild Trust will admit any children in care without delay and work restoratively to avoid exclusions for our most vulnerable children. We will make reasonable adjustments to our Behaviour and Rewards Policy to support children in care and contact the Virtual School when a child is at risk of exclusion. Where a short period of exclusion is unavoidable, we will provide 1st day provision.

Care Leavers: The Designated Teachers have the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

7. WORKING WITH PARENTS AND CARERS

At The New Guild Trust we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area. The academy schools follow legislation that aims to act in the best interests of the child.

When new pupils join any of our academy schools, parents and carers will be informed that we have a Safeguarding and Child Protection Policy. A copy will be provided to parents on request and is available on each individual academy school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We are committed to working with parents and carers in a positive, open and transparent way. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents and carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental or care givers engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Leads in making a referral to the relevant local authority in those circumstances where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents and carers to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental or carer giver responsibility (if different from above).
- Emergency contact details (if different from above) and **at least 2 contacts**.
- Full details of any other adult authorised by the parent or carer to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental or care giving responsibility for a pupil or where a parent or carer has given permission and the school has been supplied with the adult's full details in writing.

7b. Keeping Children Safe in the Community

All schools work to promote the safety of all children out of school hours by:

- ensuring parents and carers are given regular information alerts, updates or awareness workshops, examples include the latest online risks and protection, advice on protecting their children socialising in the local areas (e.g. parks, risk of exploitation).

- Investigate and intervene in any known incidents that occur out of school involving children of the school and ensure all parents or carers are fully informed and taking appropriate actions and responsibility for any possible consequences or further support.

8. STOKE-ON-TRENT EARLY HELP CURRENT – AWAITING LOCAL UPDATES TO COMMUNITY BASED EARLY HELP AND FAMILY HELP (WORKING TOGETHER UPDATES 2026)

New Guild Trust staff are particularly alert to the potential need for any child and family to benefit from in school early help for a child who:

Practitioners should be alert to the potential need for in school early help for a child who:
• is unborn
• is disabled
• has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
• is a young carer
• is bereaved
• is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
See Appendix A: Glossary for the statutory definition of domestic abuse set out in the Domestic Abuse Act 2021
• is frequently missing/goes missing from care or from home
• is at risk of modern slavery, human trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised
• is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
• 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
• is suffering from mental ill health
• has returned home to their family from care
• is a privately fostered child
• has a parent or carer in custody
• is missing education, or persistently absent from school, or not in receipt of full-time education
• has experienced multiple suspensions and is at risk of, or has been permanently Excluded

Community based early help assessments.

If children do not require the support of statutory children's services, the designated safeguarding lead (or a deputy) will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17. P.(p.22 , KCSIE)

The Designated Safeguarding Leads will ensure that **all** staff are aware of the in school early help and community based family help processes and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Leads, sharing information with other

professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff, including volunteers, working with children within the New Guild Trust are advised to maintain an attitude of **'professional curiosity and respectful uncertainty'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and have a responsibility to act as outlined in this policy.

[to be updated from stokeontrent policy – awaiting updates –
Practitioners should complete the Stoke on Trent Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear.
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Children do not meet the threshold, yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour.

Guidance documents can be accessed at the following links:

- Stoke Early Help Home - Staffordshire Safeguarding Children Partnership
- Stoke-on-Trent Threshold Document
- https://www.staffsscb.org.uk/procedures/core-procedures/threshold-document-stoke-on-trent/
- The establishment EHA lead may need to make a referral directly to other agencies or request the support of Stoke-on-Trent City Council Early Help Teams. Referrals will be made through Stoke-on-Trent's Children's Advice and Duty service (ChAD) on 01782 235100.]

The DSLs may also consider seeking advice and guidance from Stoke-on-Trent Children's Advice and Duty Service (ChAD) 01782 235100 around thresholds and appropriate referrals to ChAD.

Concerns about a child should always lead to help for a child. The academy school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure that an Early Help Assessment is completed.
"Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police, *(see when to call the police: guidance for schools and colleges (npcc.police.uk))* ***is made immediately****. Referrals should follow the local referral process.* " (KCSIE 2026)

9. WHAT HAPPENS AFTER A REFERRAL IS DEEMED NECESSARY TO ESCALATE BEYOND EARLY HELP

Child in Need (Section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. As outlined in Working Together to Safeguard Children, local authorities, with their safeguarding partners and any relevant agencies, should develop, agree and publish local protocols for assessments and support. This should set out who can act as lead practitioner in supporting children and their families under section 17 (which is not limited to social workers). (p.23 KCSIE 2026)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents or carers of the child and obtain their consent for referral to Stoke-on-

Trent's Childrens' Advice & Duty team (ChAD) service or the appropriate social care team if a different authority, to request an assessment. If parents or carers refuse to give consent, but the child's needs are not being met, the DSL will discuss these issues with the Stoke-on-Trent Children's Advice and Duty (ChAD) service on 01782 235100. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services.

Child Protection (Section 47)

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse, neglect and exploitation.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- *the child requires immediate protection and urgent action is required,*
- *any services are required by the child and family and what type of services,*
- *the child is in need and should be assessed under section 17 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process,*
- *there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process, and*
- *further specialist assessments are required to help the local authority to decide what further action to take.*

The referrer should follow up if this information is not forthcoming.

f social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment, supported by the designated safeguarding lead (or a deputy) as required.

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

(p.23, KCSIE 2026)

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they have a duty to make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

Children's Services will convene an Initial Child Protection Conference (ICPC) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference (RCPC) will take place once a child has been made the subject of a Child Protection Plan to monitor the safety of the child and the required reduction in risk. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL, and sometimes other staff members, will attend a child protection conference on behalf of the academy school in respect of individual children. The person attending will have as much relevant and up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The person attending will contribute to a recommendation on the risks/protective factors for the family from their information and a view on the need for a child protection plan. If we cannot attend, then we ensure that a report is sent prior to the conference.

Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open, honest, and transparent way with any parent whose child has been referred to Stoke-on-Trent's Children's Advice and Duty service or whose child is subject to a child protection plan.

Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers. **See Appendix 2 & 3.**

10. ESCALATION PROCEDURE

The Stoke-on-Trent Safeguarding Children Partnership expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

If we believe that concerns regarding a child are not being addressed, we understand the expectations that we will commence the escalation process until a satisfactory conclusion is reached.

The process of resolution will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL.

Why is all of this important?

"It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action.[3] Further information about local child safeguarding practice can be found in Working Together to Safeguard Children.

Examples of poor practice include:

- *failing to act on and refer the early signs of abuse and neglect,*
- *poor record keeping,*
- *failing to listen to the views of the child,*
- *failing to re-assess concerns when situations do not improve,*
- *not sharing information with the right people within and between agencies,*
- *sharing information too slowly, and*

- *a lack of challenge to those who appear not to be taking action. " (p.25 KCSIE 2026)*

11. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

At The New Guild Trust we pay full regard to 'Keeping Children Safe in Education 2025'. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity (best practice being birth certificate), checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including self-disclosures, criminal record checks (DBS checks), barred list checks, prohibition checks whether they are known to the Police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on each academy school's Single Central Record. The New Guild Trust subscribes to CPOMS StaffSafe to monitor/maintain this. We inform shortlisted candidates that we will conduct an online search as part of our due diligence checks. The staff member conducting these checks records their searches and any findings and informs the interview panel of any finds that may be relevant to the appointment.

The New Guild Trust follows the same safer recruitment procedures and checks for volunteers as for staff.

The New Guild Trust subscribes to the eBulkPlus online disclosure service through Stoke-on-Trent City Council HR Business Management.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance: Application process for criminal records checks overseas
Regulated professions database

Separate barred list checks are only to be carried out in the following circumstances:

- For newly appointed staff or volunteers who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 311 of KCSIE 2026 have been carried out); or,
- Where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

In each academy school across The New Guild Trust, the following staff have undertaken appropriate training in Safer Recruitment:

Moorpark Junior School: Mrs. L. Wright
Jackfield Infant School: Mrs. R. Davies
Alexandra Junior School: Miss. J. Rowe
Alexandra Infants' School: Mrs. A. Lupton

The above named staff are involved in **all** staff and volunteer recruitment processes in their respective academy school and sit on the recruitment panel. Some members of our Local Community Governing Body and Trustee Board receive Safer Recruitment Training and there is always at least one who will be present on the recruitment panel.

Work experience placements at school

DBS checks will be completed for students on work experience who are post 16. The schools will work with their training providers to complete the DBS. DBS checks cannot be requested for children under the age of 16.

Induction

All staff must be aware of systems within The New Guild Trust which support safeguarding, and these should be explained to them as part of staff induction. This should include:

- The Child Protection Policy incorporated into this policy.
- The Behaviour and Rewards Policy.
- Child on Child Sexual Violence & Sexual Harassment Policy.
- The staff Code of Conduct.
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- At least Part One of KCSIE 2025

If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate.

Regular supervision will be offered to the Lead DSL within each academy school, at least half termly and may be extended to other members of staff, as deemed appropriate by the school.

Use of Reasonable Force

There are limited circumstances when it is appropriate for staff in school to use reasonable force to safeguard children ~~and young people~~. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is ~~needed~~ necessary for the least amount of time the application of which will depend on the circumstances'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. ~~Departmental advice for schools is available here.~~ The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. Advice on how to make this assessment is provided in the Restrictive interventions, including use of reasonable force in school's guidance. HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings; however all schools and colleges may find the information helpful.

~~When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.~~

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools should, in considering the risks carefully, recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 90-94), for example in relation to making reasonable adjustments and their Public Sector Equality Duty.

The schools in The New Guild Trust achieve this by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

12. KEEPING CHILDREN SAFE IN EDUCATION 2026 - SPECIFIC SAFEGUARDING ISSUES OUTLINED IN PART 1

All staff in The New Guild Trust have an awareness of the safeguarding issues that are detailed in KCSIE 2026 PART 1 and further information in Annex A , this is revisited through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger: All staff know who the Designated Safeguarding Lead is within their academy school and as well as being the expert in this field, is there to support staff, volunteers and Governing bodies further. All staff know that in all cases, if they are unsure, they should always speak to the DSL/ DDSL.

- Abuse , neglect and exploitation.
- Indicators of abuse and neglect
- Safeguarding issues and how they often overlap
- Child – on- child abuse (including harassment and violence)
- Boarding and residential accommodation

- Behaviours linked to safeguarding issues
- Children and the courts system
- Children with family members in prison
- Children missing from education
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- 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)
- Homelessness
- Mental health
- Missing children and adult's strategy
- Online safety
- Child on child abuse
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Sexual violence and sexual harassment
- Sexting - Sharing of nude/semi-nude images
- Trafficking
- Upskirting
- Abusive behaviour in intimate relationships
- Coercive control
- Hidden harms such as child sexual abuse (CSA) and teenage relationship abuse

Child on child Abuse

The schools ensure that their child protection policy includes:

- procedures to minimise the risk of child-on-child abuse,
- the systems in place are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously,
- how allegations of child-on-child abuse will be recorded, investigated, and dealt with,
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported,
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported,
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children,
- recognition that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously, and
- the different forms of child-on-child abuse can take, such as:
  bullying (including cyberbullying, prejudice-based and discriminatory bullying),

- abuse in intimate personal relationships between children (also known as teenage relationship abuse),
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry. Part five of this guidance sets out how schools and colleges should respond to reports of this nature,
- consensual and non-consensual making or sharing of nudes and seminudes, including those generated using AI Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive.[4]. The policy should include the school or college's approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident,
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
- upskirting (which is a criminal offence[5]), 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.

Boarding and residential accommodation

In the case of overnight residential educational visits the schools do not allow a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing access to boarding or residential accommodation designated for the opposite sex.

If, however, a child does not want to share a room with another child of the same biological sex, alternative arrangements should be sought where possible. Alternative arrangements should not compromise the safety, comfort, privacy or dignity of any child. They might include, for instance, finding a suitable separate room for the child.

Where a child's concern reflects a request for support with social transition, the school will consider the section on "considering requests for support with social transition" before making any decisions. (social transitioning is understood and expected to be extremely rare during primary school ages).

4

Behaviours Linked to Safeguarding Issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues that all staff are aware of include:
All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos can be signs that children are at risk.

Below are some safeguarding issues all staff should be aware of.

Unexplainable and or/ persistent absence from education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

(see The New Guild website for the admissions policy www.newguildtrust.co.uk)

A child absent from education repeatedly or for prolonged periods, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation, esp county lines; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in the future.

The New Guild Trust academy schools holds **two or more** emergency contact numbers for each pupil to give additional options to contact a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern. The New Guild Trust academy schools will follow-up and pursue all pupil absences.

The school will notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) will also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).

- Displaced because of a crisis, e.g. domestic violence or homelessness.
- Has been certified by a health professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Child Missing from Home or Care

There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children.

Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance document:

- Children who run away or go missing from home or care

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

The Lead Person for CSE and CCE is as follows:

Child Sexual Exploitation and Child Criminal Exploitation	Mrs. L. Wright	Mrs. R. Davies	Miss. J. Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified. (KSCIE 2026)

Child criminal exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines[6], working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. (County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. Links to the Home Office’s County Lines advice is provided within the serious violence information on pages 172-173 of KCSIE 2026.)

CSE can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network[7] and most sexual

abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are

manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered. Further information can be found here National Referral Mechanism.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Guidance document:

- Criminal Exploitation of Children and Vulnerable Adults; County Lines
- County_Lines_Toolkit_For_Professionals | The_Children's_Society_(childrenssociety.org.uk) KCSiE 2025

Abuse, neglect and exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
All school staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

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. (KCSIE, 2026) The New Guild Trust will signpost and support our children.

Operation Encompass - Operation Encompass is an information sharing partnership between Staffordshire Police and Staffordshire and Stoke-on-Trent educational settings (from Reception through to Higher Education) which allows schools to offer immediate support for children and young people experiencing domestic abuse. The New Guild Trust are fully committed to this project and work closely with the Local Authority and partners. Further information can be found in **Appendix 7.**

Guidance documents:

- Domestic Violence and Abuse
- Domestic Abuse-Staffsscb
- NSPCC-Domestic Abuse

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance documents:

- NSPCC-Parental Substance Misuse
- SSCB-Working with parents who misuse substances
- Drugs Advise for Schools

Fabricated or Induced Illness (FII)

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause. There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance documents:

- Safeguarding children in whom illness is fabricated or induced
- Staffsscb-Fabricated or induced Illness Guidance

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any Deputies) should be aware of contact details and referral routes into the Local Housing Authority, so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised that in some cases 16- and 17year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and they will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Honour-Based Abuse

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

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance

to male circumcision and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Staff **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or Deputy DSL) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Guidance documents:

- Multi Agency Statutory guidance on Female Genital Mutilation
- Mandotaory reporting of female genital mutliation: procedural information 2020

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one, entered, **without** the full and free consent of one or both parties. Any conduct whose purpose is to cause a child to marry before their 18th birthday even if violence, threats or any other form of coercion is not used is illegal Annex B KCSIE 2023). The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived culture practices, to coerce a person into marriage. Schools play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family, or members of their community, could put the young person in a situation of significant risk.

Any disclosure that indicates a young person may be facing a forced marriage will be taken seriously by professionals who also realise that this could be 'one chance to save a life' and will not speak to the family as there may only be one chance to speak to a potential victim and to ensure that the appropriate intervention, response and support is initiated.

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Where there are concerns about forced marriage staff will pass any concerns immediately to the DSL and child protection procedures will be activated.

Guidance document:

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
KCSIE 2023.

Controlling or coercive behaviour
- Also known as coercive control, controlling or
coercive behaviour is a form of domestic abuse. In 2015, the offence of controlling or coercive behaviour was introduced under Section 76 of the Serious Crime Act as a criminal offence. Controlling or coercive behaviour is included in the definition of domestic abuse in section 1(3)(c) of the Domestic Abuse Act 2021.
Controlling or coercive behaviour is a pattern of abuse (on two or more occasions) that involves multiple behaviours and tactics used by a perpetrator to (but not limited to) hurt, humiliate, intimidate, exploit, isolate, and dominate the victim. It is an intentional pattern of behaviour used to exert power, control, or coercion over another person and can also be present in teenage relationships or between a child and adult. Controlling or coercive behaviour is often committed in conjunction with other forms of abuse and is often part of a wider pattern of abuse, including violent, sexual, or economic abuse.
Children can be used to control or coerce the victim, for example, by frustrating child contact and/or child arrangements, telling the children to call the victim derogatory names or to hit the victim, or by threatening to abduct the children.
This pattern of abuse causes fear, serious alarm and/or distress which can lead to a substantial adverse effect on a victim's day-to-day life. This can have a significant impact on children and young people. Section 68 of the Domestic Abuse Act 2021 came into force on 5 April 2023 and removed the 'living together' requirement for the controlling or coercive behaviour offence, which means that the offence applies to partners, ex-partners or family members, regardless of whether the victim and perpetrator live together. More information about controlling or coercive behaviour, including the impact on children can be found in the Controlling or coercive behaviour: statutory guidance235 and the Domestic Abuse Act 2021: statutory guidance

Mental Health

All staff have an incredibly important role to play in supporting the mental health and wellbeing of our pupils and **are** aware that mental health problems can, in some cases develop into safeguarding concerns, this could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff have an awareness of mental health problems as a potential indicator of abuse, neglect or exploitation. They understand the lasting impact of abuse, neglect, exploitation and ACEs and the impact on mental health, behaviour and education. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Where there is a safeguarding concern, staff know to follow the child protection procedure, to listen to the child and are trained to be able to support and reassure the child. If staff are unsure, they will always speak to the DSL or Deputy DSL.

We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We recognise that attendance can be impacted by poor mental health.

The New Guild Trust will support their pupils' mental health by:

- Having the children's welfare at the heart of all policies, practices and procedures.
- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to e-safety, enabling pupils and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child safeguarding/protection, including on line safety, is included in the curriculum to help pupils stay safe, recognise when they do not feel safe, identify who they can talk to and where they can get help from.
- Ensuring access to a number of appropriate adults to approach if they are in difficulties.
- Building confidence, resilience and independence.
- Encouraging development of self-esteem and assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender, discriminatory, prejudice or disability-based bullying, are considered under child protection procedures;
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring that the DSL and mental health lead work closely together.
- Ensuring that the DSL shares information about welfare, safeguarding and child protection issues with teachers and leaders.
- Ensuring there is a particular focus on children with social workers, that staff understand these pupils' academic progress and attainment, that there is a culture of high aspirations for this cohort and that teaching staff are supported to identify challenges they may face and the academic support and adjustments that need to be made.
- Ensuring that the school is following the new statutory guidance for Sex and Relationships Education from June 2021 and has an up to date Sex and Relationships Education Policy in place.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

All staff know that not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide

and offer support and vital early intervention. All schools ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Further support

The schools utilise locally available support to meet the needs of children and young people. All schools have access to the Mental Health Support Team (MHST). As well as delivering evidence-based interventions for early support for mental health issues such as ELSA (Emotional literacy support assistants). , MHSTs support mental health leads to develop their whole school or college approach to mental health and wellbeing, and give timely advice, liaising with external specialist services, to help children and young people to get the right support.

Guidance and helpful documents:

- help them identify children in need of extra mental health support. Additional guidance and resources can be found on the Promoting and supporting mental health and wellbeing in schools and colleges website on GOV.UK. The department has also published advice and guidance on Preventing and tackling bullying (which may also be useful for colleges).
- The NHS Every Mind Matters website also contains helpful information and advice about Looking after a child or young person's mental health. In addition, the Hub of Hope is the UK's leading mental health support database. It brings local, national, peer, community, charity, private and NHS mental health support and services together in one place, so that anyone struggling can find the most appropriate support.

- Home Young Minds
- Mental Health and Behaviour in Schools Guidance.
- Preventing and tackling bullying
- Every Interaction Matters
- MIND-Parenting Capacity and Mental Health
- NSPCC-Mental Health and Parenting

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following the child protection policy, and by speaking to the Designated Safeguarding Lead or Deputy DSL.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child on Child Abuse, Child Sexual Exploitation, radicalisation, sexual predation, and technology often provides the platform that facilitates harm.

At The New Guild Trust we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material.
The Trustees and Governors are aware of the filtering and monitoring standards published by the DfE. In light of these, the filtering systems were reviewed with the IT providers and follow up reviews will happen annually.
Schools are aware that they can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
We know that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.
We have an effective whole school approach to online safety which empowers us to protect and educate pupils and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,

contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes,

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). (KCSIE , 2026 , p.45)

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement.

Filtering and monitoring
We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty. The New Guild Trust utilises Securus to monitor online activity within our academy schools and on staff laptops. Information security is in place and is regularly reviewed.
As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and ensure that a review of their

effectiveness is carried out at least once every academic year. Reviews should be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The department's filtering and monitoring standards provide more detailed guidance. They set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems,
- review filtering and monitoring provision at least annually,
- block harmful and inappropriate content without unreasonably impacting teaching and learning, and
- have effective monitoring strategies in place that meet their safeguarding needs. (KCSIE, 2026, p.48)

Pupils are not allowed to keep their own mobile devices on them during the school day; they are deposited in the school office safe. All staff enforces this policy. Staff also tightly supervise children using school devices and bring any additional filtering needs to the DSL's attention.

The New Guild Trust has an On-line Safety policy (see www.newguildtrust.co.uk policies) which identifies the usage and expected behaviour of pupils. As a Multi Academy Trust we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home/Remote learning: Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education. Safeguarding and remote education - GOV.UK (www.gov.uk) and Providing remote education: guidance for schools - GOV.UK (www.gov.uk).

Staff are in regular contact with parents and carers and regular communicate and reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems the schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Staff will report their concerns to the DSL if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL will be contacted for advice on how to proceed with regards to talking to parents/carers about Online Safety.

Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

If we become aware that a pupil may be accessing materials inappropriate to their age, (including Facebook if under 13 years of age;) sending inappropriate e-mails, texts or images; or playing on games that are unsuitable (for example, games which have an 18 certificate); we will contact parents to discuss our concerns and to raise parents' awareness about the potential risk to their children and our duties to safeguard, which may involve referral to other agencies.

If staff become aware that a pupil is vulnerable to harm online, this will be reported immediately to the DSL and safeguarding procedures will be implemented.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media.

There is an use of AI in school policy that has been informed from DfE guidance Generative artificial intelligence in education and Chiltern Learning Trust and Chartered College of Teaching, have published online resources to help school and college staff to use AI safely and effectively. Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

Information security and access management

Tthe schools in The New Guild Trust safeguard children by protecting personal information and ensuring their school has appropriate cyber security systems in place. This is part of the schools' wider safeguarding responsibilities. Measures are in line with the Cyber security standards for schools and colleges.

The Cyber security standards for schools and colleges outline actions to strengthen resilience, reduce the risk of disruption, prevent data breaches, and mitigate safeguarding risks.

Guidance on e-security is available from the National Education Network, and broader cyber security advice, including resources for governors and trustees, can be found at National Cyber Security Centre – NCSC. The department's 'plan technology for your school service' supports schools in meeting digital standards through self-assessment and personalised recommendations. (KCSIE, 2026, p.49)

Reviewing online safety

Technology, and risks and harms related to it, evolve, and change rapidly. The Trust carries out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. Examples of a self-review tool for schools can be found via the 360 safe website or LGfL online safety audit.

There is a wealth of additional information available to support schools, colleges and parents to keep children safe online. A sample is provided in Annex A, KCSIE, 2026.

See the new guild trust school policies: On-Line Safety; Mobile phone policy, Staff Code of Conduct, PSHE, PREVENT. Use of Artificial Intelligence in school (AI)

Guidance documents:

- Children's Commissioner-Online Safety
- Teaching online safety in education settings
- Appropriate Filtering and Monitoring
- CEOP-Safety Centre
- National Cyber Security Centre
- NSPCC
- 360 Degree Safe - Online Safety Review Tool
- UKCCIS-UK Council for Child Internet Safety
- The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.
- See annex B of KCSIE for further information and support

Child Sexual abuse - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as 159 masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place in family settings, in institutional settings, online, and technology can be used to facilitate offline abuse. Child sexual abuse material available online may have been generated in a family environment. Online abuse can also take the form of cyber grooming or self-generated sexual content under coercion. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. A child of any age or gender can be a victim of sexual abuse.

Bullying, Including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Guidance on bullying can be Preventing & tackling bullying
Cyberbullying advice

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.

- Children whose parents cannot care for them because their work or study involves long or anti-social hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

Our staff at The New Guild Trust will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Stoke-on-Trent Children's Service of a private fostering arrangement by contacting ChAD on 01782 235100, who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance document:

- Children Act 1989 – Private Fostering

Preventing Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This 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.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

At The New Guild Trust we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and school staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The New Guild Trust is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of The New Guild Trust's safeguarding duty.

The New Guild Trust's Designated Safeguarding Leads (and any Deputies) should be aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of susceptibility to radicalisation are in **Appendix 5**.

Prevent Duty and Channel

Prevent

The Trust Board/Local Community Governors, the Head Teacher/Head of School and the DSL will assess the level of risk within the academy school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's R.E. curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, Anti-Bullying Policy and other issues specific to the school's profile, community and philosophy.

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our Trust's wider safeguarding obligations.

Designated Safeguarding Leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The Lead Person for Prevent is as follows:

Prevent	Mrs. L Wright	Mrs. R. Davies	Miss. J. Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which n this school is called Securus.

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Guidance documents:

- The Prevent Duty
- Educate Against Hate

- ACT Early | Prevent radicalisation

Serious Violence

As recognised in the KCSIE 2026, serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. All Staff of The New Guild Trust will report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they will put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools in The New Guld Trust play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff are alert to signs that a child may be at risk of or involved in serious violence and understand that these risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools are alert to when children might be at highest risk around the school day (for example, immediately after school). Further information on indicators, risk factors, and protective actions relating to serious violence is provided in Annex of KCSIE 2026.

The Schools all prioritise early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the "what works" centre for preventing violence).

Designated safeguarding leads can find further guidance on referrals and when to contact the police in Annex B (Manage Referrals).

Guidance documents:

- Home Office Preventing Youth Violence and Gang Involvement
- Criminal Exploitation of Children and Vulnerable Adults; County Lines

13. VULNERABLE CHILDREN

Children potentially at greater risk of harm

The schools recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline). The list below, is not exhaustive, but highlights some of those groups.

Children who need a social worker (Child in Need & Child Protection Plans)

Our DSL/DDSL are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact that a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances.

We know that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour,

and mental health. The DSL will hold and use information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.) We will strengthen provision to reduce absence and exclusions for this group as we recognise that regular attendance is important for vulnerable pupils and school can act as a protective factor.

We will work as a school to narrow the attainment gap, have high aspirations for all children with a social worker and will design our Pupil Premium strategy to meet the needs of CWSW (Children with a Social Worker).

~~We will ensure that they benefit from additional support to recover from the impact of COVID-19 using a strength-based approach with the child's voice central to our planning. (e.g. National Tutoring Programme/Recovery Premium).~~

The Mental Health Lead in school will work to assess, understand, and meet the Social Emotional & Mental Health needs of Children with a social worker, as we recognise, they are more likely to experience issues than their peers.

Findings from the Children in Need review, Improving outcomes of children in need: literature review, contains further information, and the conclusion of the review, Help, protection, education, provides detail about the action the government is taking to support this.

Children who are absent from education

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

The schools rigorously and robustly respond to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- The department's statutory guidance on school attendance Working together to improve school attendance which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.

- general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy.

Elective home education (EHE)

The schools recognise that whilst many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

The schools follow the Stoke Local Authority EHE policy and guidance from KCSIE 2025, where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we follow recommendations that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school informs the local authority when a pupil's name is deleted from the admission register.

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are **absent from school** or **who go missing from education**. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of **5 school days or more**. https://www.stoke.gov.uk/info/20033/school_admissions

Children requiring mental health support – see section on mental health

Children with special educational needs, disabilities or health issues

As a school we are aware of the potential for children with SEND to have **additional barriers when it comes to safeguarding both online and offline**, the school recognises that this group can be more vulnerable to abuse, neglect and exploitation.
These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,

- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

Schools always consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the departments:

- SEND Code of Practice 0 to 25 years, and
- Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk),
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people, and
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.
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Safeguarding children with medical conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk. Further information is provided in our statutory guidance on supporting Pupils at School with Medical Conditions and Allergy safety in schools. Statutory guidance about the support that pupils with medical conditions and allergies should receive at school.

Children who are lesbian, gay or bisexual

A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual

(whether they are or not) can be just as vulnerable as children who are. Schools how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate consequences in place.

Children who are questioning their gender

In recent years, we have seen a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

It is not for schools to initiate any action in this area; this guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school is responding.

Schools will keep in mind that it is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty.

Schools will take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Schools will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Schools will consider adopting policies across school and college life that maintain flexibility and avoid rigid rules based on gender stereotypes.

Schools and colleges should be respectful places where bullying is never tolerated

We know that bullying has a detrimental impact on young people's mental health and their ability to thrive at school and college. Bullying can affect a child's attainment and wellbeing. We are clear that all forms of bullying, for whatever reason, are unacceptable. Schools take a strong, proactive stand against all forms of bullying, tackle bullying at the earliest opportunity to prevent it from escalating.

Considering requests for support with social transition

Schools will not initiate any action regarding social transition; this guidance applies where a child or their parent has requested that the school make changes or put support in place in order to facilitate the child presenting as the opposite biological sex ("social transition"). Members of staff should not adopt any changes relating to social transition unless a decision has been made by a school or college and a child's parents or carers have been involved as set out in this guidance.

Schools will consider whether pupils would be best supported by a policy on social transition which explains the steps the school will go through when a child requests support. When considering any request for support with social transition, schools will ensure that their decision-making process is documented and records are kept.

In making decisions about supporting social transition, schools must comply with their distinct but interacting obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by their evaluation of the welfare and best interests of the child and other children.

Schools make decisions in line with the following principles and ensure that their decision-making process is documented and records are kept:

Schools and colleges have statutory duties to safeguard and promote the welfare of all children

Schools have a statutory duty to safeguard and promote the welfare of all children. They should consider how best to fulfil that duty towards a child who is questioning their gender, as well as their peers, ensuring that any agreed course of action takes account of the impact on all of those affected.

This means that the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.

The school will work with parents or carers to determine what is in the best interests of the child as well as considering any clinical evidence or advice and seeking any additional non-clinical professional advice where relevant (for example from the SENCO), including involving the designated safeguarding lead. Schools will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity. In considering the best interests of children, schools will also take into account the principle below on taking a careful approach.

Schools in The New Guild Trust will be particularly conscious of safeguarding concerns relating to primary aged children. For example, the Cass Review noted evidence that children who socially transition before puberty – and those who transition prior to receiving clinical advice – are more likely to proceed to a medical pathway than those who do not. Schools should also keep in mind that some children who socially transition before puberty will be "living in stealth" meaning other pupils and/or staff may be unaware of their biological sex, and schools should be aware of related safeguarding concerns as in the section below on living in stealth.

Parents and carers should be actively involved and their views treated with importance

Parents and carers have the leading role in the lives of their children, and this area should be no exception. Therefore, where a child who is questioning their gender asks for support from a school, the school will engage parents/carers as a matter of priority. It is important that the views of the child's parents or carers should carry great weight and be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the school or college should involve their designated safeguarding lead[8] to determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.

The Cass Review is clear that outcomes for children and adolescents are best if they have a supportive relationship with their families and, in the vast majority of cases, we would expect schools and parents/carers to work together to establish what is best for the child. Involving a child's parents/carers in this way will enable schools and colleges to promote a child's wellbeing and protect them from harm. The advice above applies in cases where a child has requested support with social transition. In cases where a child confides in a member of staff about their feelings but does not ask the school or college to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk. Schools and colleges should follow their usual procedures where a conversation with a child raises concerns about the child's wellbeing or safety, including involving parents or carers where appropriate. (KCSIE 2026 p.68)

Accommodating social transition is an active intervention so schools and colleges should take a very careful approach

258. Schools will take a very careful approach in relation to social transition. The Cass Review acknowledged that there is a lack of good evidence on the long-term impact of social transition on young people, but it is clear that social transition should be viewed as an active intervention that may have significant effects on the child or young person in terms of their psychological functioning and longer-term outcomes.

Schools in The New Guild Trust are within the primary phase and will exercise particular caution, and we would expect support for full social transition to be agreed very rarely. Schools will keep in mind the emphasis in the Cass Review on early clinical involvement when families are considering social transition for pre-pubertal children, including how to support their children in a non-directive way, whilst also keeping options open and flexible. The Cass Review emphasised that clinical involvement in the decision-making process should include advising on the risks and benefits of social transition as a planned intervention, referencing best available evidence. This is not a role that can be undertaken by staff without appropriate clinical training.

The Cass Review acknowledges that older children will generally have greater agency to make their own decisions. Maintaining flexibility and keeping children's options open will help to avoid a child feeling they are under pressure to commit to a potentially irrevocable pathway when they are young.

Schools and colleges should comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition

As well as complying with their safeguarding obligations as above, schools will comply with their duties under the Equality Act 2010 and the Human Rights Act 1998.[9]

In line with the responsibilities of schools adhere to the highest standards of safeguarding for the children and young people in their care, alongside obligations under the School Premises (England) Regulations 2012 schools must not allow pupils into toilets, changing rooms, or boarding or residential accommodation designated for the opposite sex, with no exceptions. Similarly, where schools have implemented single-sex sports as being necessary for safety reasons, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex.

The school will also make sure that children and their families are aware that while the school or college will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, the school must also be conscious of the rights of pupils and staff in relation to their religion or belief. However, schools and colleges supporting social transition might consider discussing options with pupils and staff such as using names instead of pronouns.

Reviews

The circumstances of a case and/or the needs of a child may change over time. For example, it may become known that there are safeguarding issues that were not previously apparent (including where a young child is 'living in stealth' - see below), or that a decision has placed an unsustainable pressure on a school or college's resources. In such cases, the school or college may need to review their original decision taking into account the factors set out above, including involving the child's parents or carers. In deciding whether to review a decision, the school or college should involve their designated safeguarding lead immediately. (KCSIE 2026 , p71)

schools will consider whether previous decisions taken prior to this guidance coming into force remain appropriate, taking into account the impact of making any changes on the child in question and considering the principle above about involving parents or carers.

Correct information

Having the correct information about a child is important in the context of schools and colleges fulfilling their safeguarding duties, and they should make sure all relevant staff are aware of a child's biological sex in all cases. Schools and colleges are legally required to record a child's biological sex accurately wherever it is recorded.

Children living in stealth

Schools will be particularly conscious of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth (that is, school friends/staff may be unaware of their biological sex). The Cass Review emphasised that these children are likely to approach puberty in a fearful and anxious state. Schools will involve the designated safeguarding lead in these cases.

Support for children who wish to detransition

There may be circumstances where a child wants to fully or partially reverse a request that has previously been agreed. The Cass Review highlighted the importance of maintaining flexibility and keeping options open for children who have socially transitioned and recommended that support should be provided to children who wish to de-transition. Schools will work closely with parents or carers and relevant experts to ensure that children in this position are supported.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children develop and mature at different rates, so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance**: to have adults notice when things are troubling them
- **Understanding and action**: to be heard and understood; and to have that understanding acted upon.
- **Stability**: to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect**: to be treated with the expectation that they are competent, rather than not.
- **Information and engagement**: to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation**: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy**: to be provided with advocacy, to assist them in putting forward their views.

Alternative Provision

At The New Guild Trust we know that the cohort of pupils in our provision often have complex needs, our Trust Board/Local Community Governing bodies are aware of this additional risk of harm that their pupils may be vulnerable to.

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The schools would obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can assure itself that appropriate safeguarding checks have been carried out on new staff.

Schools will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They regularly review the alternative provision placements with at least once weekly contact to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs.

Where safeguarding concerns arise, the placement would be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision, and
- Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk).

The department has also published voluntary national standards for nonschool alternative provision.

Looked After Children:

The most common reason for children becoming looked after[10] is as a result

of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. (KCSIE, 2026, p.61)

the Designated teacher has access to the information they need in relation to:

a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead[11] should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of the Virtual School. The responsibility for each child's education, target setting, learning, and teaching remains with the schools where they are enrolled.

Stoke-on-Trent's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams. This is in the form of staffing support; access to additional resources to enable the support of educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments.

The name of the LAC Designated Teacher is the Head Teacher in each academy school:

Designated Teacher LAC	Mrs. L. Wright	Mrs. R. Davies	Miss. J. Rowe	Mrs. A. Lupton
Location:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

The Trust Board/Local Community Governing Body must ensure that the Designated Teacher undertakes the appropriate training (section 20(2) of the 2008 Act). With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Role of the Designated Teacher for LAC Within the School

The Designated Teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children learn and achieve. This also includes previously looked after children and children in kinship care.

The Designated Teacher will:

- Promote a culture of high expectations and aspirations for how Looked After Children learn.
- Make sure the young person has a voice in setting learning targets.
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Make sure that Looked After Children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance document:
The statutory guidance Designated teacher for looked-after and previously looked-after children contains further information on the role and responsibilities of the designated teacher.

Virtual School Heads

Virtual School Heads manage pupil premium plus for looked after children, and receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the Virtual School Head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.[12] The designated teacher should also work with the Virtual School Head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, Virtual School Heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.[13]

The statutory guidance on Promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of Virtual School Heads.

239. In addition to their statutory duties, the role of Virtual School Heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. Recognising attendance as a key factor in safeguarding, Virtual School Heads should work with local authorities to set and report on ambitious targets to improve their attendance.

In offering advice and information to workforces that have relationships with children with social workers, Virtual School Heads should identify and engage with key professionals, helping them to understand the role they have in improving

outcomes for children. This should include designated safeguarding leads, social workers, headteachers, governors, special educational needs coordinators (SENCOs), mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. Non-statutory guidance on Promoting the education of children with a social worker and children in kinship care arrangements contains further information on the roles and responsibilities of Virtual School Heads.

Young carers

Schools are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

Children Potentially at Greater Risk of Harm (both online and offline)

Children who need a social worker (Child in Need & Child Protection Plans)
Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

14. EDUCATIONAL VISITORS TO SCHOOL.

We will undertake risk assessment and use professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be reasonable in all the circumstances to ensure the protection of children.

We have clear visitor's procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

15. SAFEGUARDING CONCERNS AND ALLEGATIONS MADE ABOUT STAFF, INCLUDING SUPPLY STAFF, VOLUNTEERS, INDIVIDUAL OR ORGANISATION USING SCHOOL PREMISES AND CONTRACTORS - Appendix 4

The Senior Manager responsible for Allegations Made Against Staff is as follows:

Allegations Made Against Staff	Mrs. L. Wright	Mrs. R. Davies	Miss. J. Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children at The New Guild Trust. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Trust Board/Local Community Governing Body ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, trainee teachers, volunteers, individuals or organisations using school premises and contractors.

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

Allegations that may meet the harms threshold

We follow KCSIE 2026 guidance where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers, individual or organisation using school premises and contractors has:

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

This relates to members of staff, supply staff, trainee teachers, volunteers, and contractors, who are currently working in any education setting, regardless of whether the academy school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the Police.

Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our DSL/ Governing body/proprietor will

discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or local authority children's social care. The school will usually take the lead on handling allegations to ensure that all appropriate action is taken. This is because agencies do not have direct access to children or other school or college staff and are therefore unable to gather the facts when an allegation is made or hold all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the school or college during the investigation.

When using a supply agency, schools will inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where concerns or allegations relate to a trainee teacher placed within a school or college, the expectations set out above also apply. In addition, teacher training providers are expected to follow the same procedures as set out for supply agencies.

We take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2026) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). Tel 01782 235100.

If an allegation is made or information is received about an adult who works at The New Guild Trust **which** indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head Teacher/Head of School immediately.

If neither the Head Teacher/Head of School nor CEO is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher or relevant Chair of the Local Community Governing body.

Should an allegation be made against the Head teacher/Head of School this will be reported to the ~~relevant Chair of the Local Community Governing Body~~ CEO of The New Guild Trust.
Should an allegation be made against the CEO this will be reported to the chair of the trustees.

The Head Teacher/Head of School, CEO or Chair of Local Community Governors or trustees ~~will seek advice from~~ report the allegation concern to the LADO within one working day. No member of staff or the governing body will undertake further investigations before speaking to ~~receiving advice from~~ the LADO.
Wherever any doubt of a conflict of interest the concern should be reported directly to the LADO. 01782 235100.

<u>Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'</u>.

We are aware that concerns may arise in several ways and from several sources, for example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of our setting; or as a result of vetting checks undertaken.

We have the appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. As part of our whole school approach to safeguarding, we promote an open and transparent culture in which **all** concerns about **all** adults working in or on behalf of our setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, and this is critical. We encourage an open and transparent culture; enabling us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of The New Guild Trust are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. Low level concern is still a concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- And does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating, or offensive language.

We understand how crucial it is that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

Low-level concerns which are shared about trainee teachers, supply staff and contractors should be notified to their respective education training providers or employers, so that any potential patterns of inappropriate behaviour can be identified. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO. (KCSIE, 2026)

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head Teacher/Head of School , CEO or Chair of Governors or trustees wherever applicable should contact **the LADO directly on 01782 235100.** General guidance on whistle blowing can be found at this link.
The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform the Barring service.

15.b what to do if there are concerns about safeguarding practices within school.

All staff and volunteers read and understand the whistleblowing procedure and should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding provision and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures are in place for such concerns to be raised with the school or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

general advice on whistleblowing can be found at whistleblowing for employees, and

the NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk[14]

16. WORKING WITH OTHER AGENCIES & INFORMATION SHARING COMMUNICATION/CONFIDENTIALITY

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together to Safeguard Children (2026) and KCSIE 2026.
All schools in The New Guild Trust work closely with Stoke and Staffordshire Integrated Care Board and Children's Social Care and, where appropriate from a placing local authority. DSL / DDSL ensure they have a thorough understanding of the local safeguarding published arrangements which organisations and agencies they will be working with, and the expectations place on any agencies and organisations by the arrangements.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. (KCSIE, 2026, p.39)

As part of meeting a child's needs, our Trust Board/Local Community Governing Bodies recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with the three safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

When deciding what information to share, the DSL will consider:

- the relevancy of the information, including to the current safeguarding risk,
- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

Professional judgement is used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. This is further supported by the new information sharing duty, which is intended to give staff greater confidence to share information appropriately and in a timely way to safeguard children. Specific statutory guidance on the Information Sharing Duty will be provided in due course, following consultation.

Our Trust Board/Local Community Governing Bodies are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Trust Board/Local Community Governing Bodies ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data',
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met.[15] For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt schools should seek independent legal advice. (KCSIE , 2026 p.40)

When a pupil leaves one of our academy schools, the DSL will ensure that any relevant Child Protection file is transferred to the new setting as soon as possible and to be within 5 days of an in year transfer and 5 days of the start of a new term , ensuring secure transit, with confirmation of receipt.

In addition to the child protection file, our DSL will also consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new setting to continue supporting the victims of abuse and have that support in

place for when the child arrives and in particular to share any information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives or incidents that may indicate concerns about serious violence or harmful behaviours.

When receiving information from a previous setting the DSL will ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCOs), are aware as required. It will then be for the designated safeguarding lead to consider what other information should be shared with other relevant staff and when appropriate to do so.

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

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information

Guidance document:

- Data Protection: Toolkit for schools

17. MANAGING COMPLAINTS

As a Multi Academy Trust we encourage children and families to raise compliments, concerns or comments and have a robust internal investigation process.

We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Each academy school has a bespoke Complaints Policy that states clearly the stages of complaints and where to escalate concerns following completion of the process either through Ofsted or ESFA. The Complaints Policy is on each academy school website for parents/carers to access.

Safeguarding concerns should be raised with school immediately. If a concern means a child is **at immediate risk, the individual needs to contact Stoke-on-Trent Children's Advice and Duty (ChAD) service on 01782 235100.** All visitors are given safeguarding information which outlines how to share concerns and the code of conduct expected by visitors/contractors. Please refer to the Complaints Policy on each academy school's website.

18. SITE SECURITY

At The New Guild Trust we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore:

- Gates are kept closed during the school day; visitors gain access through the main entrance.

- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are accompanied/supervised by a regulated staff member. Any visitor on site who is not identifiable by a school lanyard or visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- A health and safety audit is completed annually with risk assessment/safety planning and will form part of the Governors' annual report. This will include a fire evacuation and invacuation Prevent risk assessment.
- The risk management of site security is managed by senior leadership/governance, we have a clear system of risk assessments and review timescales of these.

The New Guild Trust will not accept the behaviour of any individual (parent, professional or anyone else) that threatens school security or leads others, child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse that person access to any academy school site within the New Guild Trust.

19. EARLY YEARS FOUNDATION STAGE

This framework is **mandatory for all early years' providers** (Statutory framework for the Early Years Foundation Stage; revised March 2017): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register.

Every child deserves the **best possible start in life** and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences **between birth and age five** have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to **make the most of their abilities and talents as they grow up.**

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept **healthy and safe**. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

For our staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in the following document (2nd bullet point).

Guidance documents:

- Statutory framework for the early years foundation stage

- Early years foundation stage (EYFS) statutory framework

The New Guild Trust ensures that at least one person who has a current paediatric first aid certificate must always be on their academy school premises and available when pupils are present and must accompany pupils on outings.

There is a clear policy on the use of mobile phones on school premises. Reporting and storing of medication. Please refer to each academy school's website.

20. mobile phones in schools

All schools in the New Guild Trust are mobile phone-free environments by default. Children do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

Children may have their own phone for safety whilst walking to and from school, they hand their phones in at the start of the school day and collect again at the end of the day. Parents and carers give written permission for this.

Schools may have a bring your own device day (BOYD) for specific reasons, such as an online safety lesson.

There is a document for staff on the protocol of using their mobile phones in school.

21. KEY LEGISLATION

This policy has been devised in accordance with the following legislation and guidance:

- Keeping Children Safe in Education July 2026 (DfE)
- Working Together to Safeguard Children 2026 (DfE)
- Human Rights Act 1998
- Equality Act 2010, including PSED
- Data Protection Act 2018 GDPR and data Act 2025
- Staffordshire Safeguarding Children Board Procedures
- Staffordshire Safeguarding Children Board-Learning Zone
- Keeping Children Safe in Education 2022
- Disqualification under the Child Care Act 2006
- Information Sharing Advice for practitioners providing safeguarding services
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused
- Confidential Reporting (Whistleblowing) Procedure (insert link to view)
- Online Safety Toolkit
- Children Missing Education policy
- Early Years Statutory Framework
- Statutory policies for schools
- NSPCC/TES safeguarding in education tool
- Visa – Immigration/Asylum
- Children's commissioner
  - Mobile phones in schools - GOV.UK

22. NEW GUILD TRUST POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Anti-Bullying (including cyber bullying indicators)
- Attendance Policy
- Positive Behaviour and Rewards Policy
- Child on Child Sexual Violence and Sexual Harassment
- Educational Visits
- Educational Visits including overnight stays

- First aid
- Harassment and discrimination including racial abuse
- Health and Safety including site security
- Medical
- Meeting the needs of pupils with medical conditions
- Missing Child
- Online safety
- Safer Recruitment & Selection
- Staff/LCGB/Trustees Code of Conduct
- Guidance for the Use of Mobile Phones and Electronic Devices
- Preventing Extremism & Radicalisation Policy
- Use of Reasonable Force (physical intervention)
- Confidential Reporting (Whistleblowing) Procedure

THE NEW GUILD TRUST

Safeguarding Induction Sheet for New or Supply Staff and Regular Visitors or Volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead(s) or Deputy Designated Safeguarding Lead(s) as specified below.

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from the DSL as specified below. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head Teacher/Head of School. If an allegation is made about the Head Teacher/Head of School, you should pass this information to the Chair of the Local Community Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01782 235100.

The people you should talk to in school are:

Designated Safeguarding Lead(s):	Mrs. L. Wright	Mrs. R. Davies	Miss J Rowe	Mrs. A. Lupton
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Deputy Designated Safeguarding Lead(s):	Mrs S Mills Mrs M Matthews	Mrs. P. Holmes Mrs. B. Bromage	Miss D Lindop Mrs. W. Lambert-Eardley Mrs. S. Adams	Mrs. A. Smith Mrs. S. Adams Mrs. W. Lambert-Eardley
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Chair of Local Community Governing Body:	Mr. J. Lovatt		Mrs A Hardstaff	
Location of Office:	Moorpark Junior School	Jackfield Infant School	Alexandra Junior School	Alexandra Infants' School
Contact Number:	01782 234440	01782 234450	01782 235377	01782 235505

Regulations and safeguarding requirements relating to school premises (taken from KCSIE 2026 105 - 116– does not apply to The Schools in The New Guild Trust as all children below age 11) – including the guidance for reference.

Toilets

105. This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.

106. Schools must not allow children into toilets designated for the opposite biological sex. This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender.

107. Schools must provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time). This is required by the School Premises
(England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014 which apply to both maintained schools, academies and independent schools and reflects schools' safeguarding obligations.

108. While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply.

109. Therefore, if a gender-questioning child does not want to use the toilet designated for their biological sex, schools and colleges should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children.

110. It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

111. Where a school or college provides mixed-sex toilets in addition to singlesex toilets, schools and colleges should assess safeguarding risks and plan

accordingly, for example, mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (e.g. a corridor).

Changing Rooms and Showers

112. This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.

113. Schools must not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex. This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, which require maintained schools, academies and independent schools to provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. This means that the changing accommodation and showers must be suitable for the pupils they are provided for, having regard to their ages, numbers, and sex and any special requirements they may have and is informed by the school's safeguarding obligations. When responding to a request to support any degree of social transition, a school must not allow a child access to changing rooms designated for the opposite sex.

114. While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply.

115. If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, schools and colleges should consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be a fully enclosed room – for use by one child at a time that can be secured from the inside – or by allowing access to facilities at an alternative time. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child or of any other children.

116. It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

THE NEW GUILD TRUST

Induction Programme for New Employees

The programme below provides a basic induction programme for all new employees. It should be tailored by the line manager to take into account specific requirements of the individual and the role they will be undertaking and training and development needs identified through the probationary period process should be fed into this.

Employee Name:	
Job Title:	
Line Manager:	
Start Date:	

Tasks to be completed prior to the new employee start date/on the day

Task	Responsibility	Date Completed
All HR Paperwork including references sought and updated on SCR		
New starter set up on My View and updated on Arbor		
Contract issued – signed and returned to office		
Set up email address		
Set up IT username and password		
Order and set up laptop (if appropriate) – staff member to sign IT Off site form		
Name Badge and Door Fob		
Email existing staff to advise them of the new starter, what role they will fulfil and some basic background information (professional).		

Tasks to be completed on First Day

Task	Responsibility	Date Completed
Organisation • Introduction to staff • Timesheet completion • Diary management • Introduction to computer system/Arbor/school online learning platforms • Introduction to whole school policies		
Culture & Values • School Background • School Vision and Values • School Brand • Expectations during school visits		
Terms & Conditions • Staff Code of Conduct – **signed to say understand responsibilities** • Outline specifics of role • Staff Handbook (highlighting where all policies can be located, absence reporting, policy on mobile phones and driving etc.) • Break arrangements • Holidays • Hours of work • Whistleblowing Procedure - **signed to say understand responsibilities**		
Health & Safety • Emergency exits • Evacuation procedure • First Aid facilities • Health & Safety policy and personal responsibilities – **signed to say understand responsibilities** • Accident Reporting • Lone working • Smoking policy		
Financial • Pay – payment date and method • Mileage and expenses claims		
Training & Development • Provide employee with information on training programmes/CPD planned for year (twilights)		
Data Protection • Outline the employee's responsibilities under the Data Protection Act (DPA) • Employee to undertake school's DPA awareness training		

• Highlight the following data protection related policies: • Privacy Notice – **Signed and returned by new employee** • Subject Access Request procedure • Data Breach procedure • Data Records Management & Retention policy • IT Usage Agreement – **signed and returned by new employee** • Third Party Requests for Information Process • Confidentiality Agreement – **signed and returned by new employee**		

Tasks to be completed during Week One

Task	Responsibility	Date Completed
Probationary Period • Introduce probationary period and set up all 3 review meeting dates		
Organisation • Introduce them to staff members they have not yet met		
Health & Safety • Work Station Assessment (if office based)		

I declare that I have received and understood all the above induction elements to my recruitment at the academy school.

Name: _____

Signed: _____

Dated: _____

APPENDIX 1

Definitions and Indicators of Abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or • The child is left at home alone or with inappropriate carers.
- Adolescent neglect.
- Affluent neglect.

2. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.

- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for P.E.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or • Isolation from peers.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group. • Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Stoke-on-Trent Social Care - Children’s Advice and Duty Service (ChAD). The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology; and • Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Missing for periods of time (CSE and County Lines).

5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not deigned to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from Parents/Carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home; or
- Violence between adults in the household.
- Evidence of coercion and control.

7. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

APPENDIX 2

Dealing with a Disclosure of Abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child and tell them that you are pleased that they are speaking to you.
- Never agree or promise to keep it a secret. Assure them that you will try to help but let the child know that you will have to tell other people to do this and state who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Use the acronym T.E.D: Tell me. Explain. Describe.
- Listen and remember to check that you have understood correctly what the child is trying to tell you.
- Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of the disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why it is that person or people who need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions that you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded).
- Use the schools written/electronic recording forms.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing in as much detail as possible.

The information should then be passed, in a timely way, to the DSL/DDSL and immediately if the child discloses any abuse they have suffered or may be at risk of suffering.

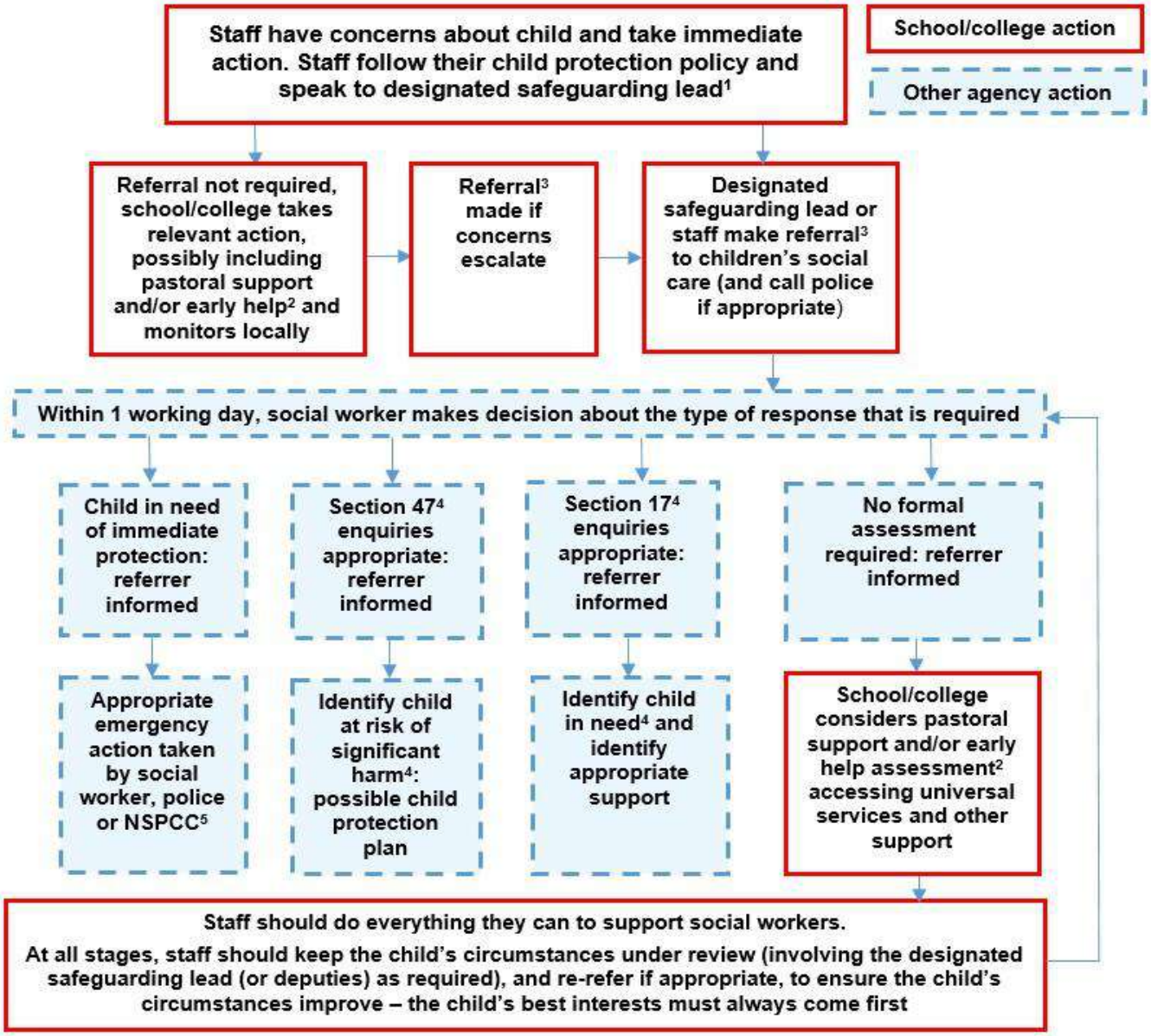
If DSL/DDSL not available, it is the staff member's responsibility to make a referral to Staffordshire Children's Advice and Support and inform the DSL at the earliest opportunity. (Stoke-on-Trent Children's Advice & Duty Team) 01782 235100.

APPENDIX 3

CHAD Flow Chart and Information (awaiting Stoke updated flow chart)

From KCSIE 2026

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



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

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children. [5] This could include applying for an Emergency Protection Order (EPO).

APPENDIX 4

Allegations About a Member of Staff (Including Supply) Governor or Volunteer

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

   - **Physical -** For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

   - **Emotional** - For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.

   - **Sexual -** For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.

   - **Neglect** - For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

   - **Spiritual Abuse -** For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Head Teacher/Head of School must be informed immediately. The Head Teacher/Head of School must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Head Teacher/Head of School should not carry out the investigation him/herself or interview pupils.

3. The Head Teacher/Head of School will exercise and be accountable for their professional judgement on the action to be taken as follows:

   - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Head of School will notify the Staffordshire Designated Officer **(LADO 01782 235100)**. The LADO will liaise with the Chair of Local Community Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.
   - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
   - If the Head Teacher/Head of School decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

4. Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our school/college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Local Community Governing Body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

5. Where an allegation has been made against the Head Teacher/Head of School/CEO, then the Chair of the Local Community Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.
   Managing Allegations of Abuse against a person who works with children

6. Where the allegation is against the Trust Board/Local Community Governing Body/CEO, the referral should be made to the LADO directly.

APPENDIX 5

Preventing radicalisation Note:
This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation150 is the process of a person legitimising support for, or use of, terrorist violence. Terrorism151 is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard152 to the need to prevent people from becoming terrorists or supporting terrorism".153 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).
Channel Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether 152 Counter-Terrorism and Security Act 2015 (legislation.gov.uk)
they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance and Channel training
from the Home Office.

Additional support
The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

• Prevent awareness e-learning offers an introduction to the Prevent duty.
• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.
The Safeguarding and Prevent - The Education and Training Foundation (etfoundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which
  - Encourage, justify, or glorify terrorist violence in furtherance of beliefs
  - Seek to provoke others to terrorist acts
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts

or

- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

Indicators of susceptibility include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour; and
  Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 6

Role of the Stoke-on-Trent LADO

The Stoke-on-Trent City Council LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice, and investigation oversight to cases. They may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Stoke-on-Trent LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The Stoke-on-Trent Safeguarding Children Partnership inter-agency procedures for:

Managing Allegations of Abuse against a person who works with children is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in Working Together 2026 and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate, and fair process is followed and that processes are open to challenge.
Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. Guide for Safer Working Practice for Adults who work with Children is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:
All reports of concern or allegation to the Stoke-on-Trent LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

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

Step 1: Follow KCSiE 2025 Guidance. Head Teacher/Head of School/Chair of Local Community Governors/Trust Board will contact the LADO on 01782 235100.

Step 2: Stoke-on-Trent's Children's Advice & Duty service (ChAD) will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 01782 234234 (Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

APPENDIX 7

Operation Encompass Staffordshire - Supporting children experiencing domestic abuse throughout Stoke and Staffordshire

Operation Encompass is an information sharing partnership between Staffordshire Police and Staffordshire and Stoke-on-Trent educational settings (from Reception through to Higher Education) which allows schools to offer immediate support for children and young people experiencing domestic abuse.

How does Operation Encompass work?

Information obtained by the police at the attendance of a domestic abuse incident is shared with a school prior to the start of the next school day which enables appropriate support to be given dependent on the needs of the child.

How do the schools receive notification by the police that a domestic incident has occurred?

When an officer attends the incident and completes the risk assessment on their handheld device, the name(s) of the children who form part of the household (whether present on not) are included. Alongside the details of the child, the officer will select the school that the child attends from the dropdown list. By completing this section of the risk assessment, the officer generates an automatic referral to the school via an email in real time.

Limited information will be shared about the incident; the name and DOB of the child (if known), the fact they have been identified as being in a household where a domestic abuse incident took place, date and time of the incident and a police reference number.

How does the notification help to support the child?

Children experiencing domestic abuse are negatively impacted by this exposure and this can lead to emotional, physical and psychological harm. By providing the school with the knowledge that a domestic incident has taken place in the homes of their students the previous day, it allows the school to consider appropriate support for the child.

Children's Social Care

Once a notification is received from Staffordshire Police there is **NO** requirement for the School to then make a referral to Children's Social Care. Please be reassured that it is purely a notification to enable the School to support that child. If there is a requirement for a referral to be made, the Police would have already done this if necessary. The training provided to Schools outlines this message clearly. Of course, if the child is already an 'open case' then the school would inform the dedicated key/social worker of the notification.

Next Steps:

Staffordshire Police, and Staffordshire and Stoke Education Authorities have provided a virtual bespoke training package which will enable Schools to understand the impact domestic abuse can have on a child and how best to support them in school. This will be available in due course.

Additional information:

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm, Monday to Friday on 0204 513 9990. (KCSiE, 2025).

OPERATION ENCOMPASS
In every force. In every school. For every child.

APPENDIX 8

Further Advice on Safeguarding Matters can also be obtained from:

Local Contacts

- Stoke-on-Trent Children's Services: Chat and Advice Service (CHAD) 01782 235100, between the hours of 8am & 6pm, Monday-Friday.
  Select Option 1 if known to have a Social Worker.
  Select Option 2 for any new queries for children not already open to social care.

- Stoke-on-Trent Emergency Duty Team: 01782 234234 (outside office hours, weekends, and bank holidays) Minicom: 01782 236037

- Staffordshire County Council's Education Safeguarding Advice Service
  01785 895836 e-mail: esas@staffordshire.gov.uk **(for children living within the Staffordshire local authority area)**

- LADO Stoke-on-Trent 01782 235100

- Staffordshire Children's Social Care Services: Staffordshire Childrens Advice and Support team within the Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126 or using the online referral Report a concern online

- Staffordshire Emergency Duty Services (out of hours safeguarding concerns) 0345 604 2886 or email eds.team.manager@staffordshire.gov.uk

- Stoke-on-Trent & Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999

- Staffordshire Police Co-ordinator: Mark Hardern Tel: 07539 3636299 or email: mark.hardern@staffordshire.pnn.police.uk

- Stoke-on-Trent PREVENT website for referrals
  https://www.stoke.gov.uk/info/20010/adult_care_and_wellbeing/508/prevent_and_channel
  01782 233239/07900135606

- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

- Early Help Co-ordinator Tel: 01782 231964 / 01782 232200 or email early.help@stoke.gov.uk

NSPCC

- Harmful Sexual Behaviour project: **0844 892 0273**
- Keeping children safe online-online safety/sexting/sending nudes

Local Contacts

- Stoke-on-Trent Safeguarding Children Partnership
- Staffordshire Safeguarding Children Board StaffsSCB
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) CEOP Safety Centre
- Professionals Online Safety Helpline – 0844 381 4772 Safer Internet Helpline

- Internet Watch Foundation (IWF) – Internet Watch Foundation
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 Childline
- Ofsted – General enquiries: 0300 123 1231
  About Schools: 0300 123 4234
  Concerns: 0300 123 4666
  E-mail: enquiries@ofsted.gov.uk
- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

Useful Websites

- S-O-T Safeguarding Children Partnership
- Staffordshire Safeguarding Children Board StaffsSCB
- Child Exploitation and Online Protection Centre (CEOP) – Ceop-Police & knowaboutcse
- NSPCC – 24-hour Child Protection Helpline 0808 800 5000
- NSPCC
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
- UNICEF – Support Care Team 0300 330 5580 (Mon–Fri 8am-6pm). If you think a child is in immediate danger, please call 999. Unicef

APPENDIX 9

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

APPENDIX 10

Version Control – Keeping Children Safe in Education Policy The New Guild Trust			
Version	**Date Approved**	**Changes**	**Reason for Alterations**
Initial	Dec 2019		
I	April 2020	Covid–19 school arrangements/holiday care provision **Revisions:** Introduction p.5 – new point 1.6 Roles & responsibilities p.7 – new point 5.3 Record keeping p.8 – new point 8.2 Record keeping p.13; Amended 2.1 p.13 Amend 2.2 p.13; Appendix 13.b p.32/33 Appendix 16 – new Covid–19 guidance for staff Appendix 17 – new paper written concern sheet	
2	Jan 2022	Whole policy review in light of new Keeping Children Safe in Education 2021 document (Sept 21)	New KCSiE Document Sept 21
3	Oct 2022	Whole policy review in light of new Keeping Children Safe in Education 2022 document (Sept 22) Changes in terminology – Child on Child abuse	New KCSiE Document Sept 22
4	Feb 2023	No change	
5	July 2023	P4 Changes in terminology – Child on Child abuse Added "Annex B" as a requirement for staff	New KCSIE Document Sept 2023
		Updated 2022 to 2023 throughout when referencing KCSIE	
		P5 included culture of ongoing vigilance and discussion of safeguarding matters	New KCSIE Document Sept #343
		P11 added DSL's responsibility to lad on understand filtering and monitoring	New KCSIE Document Sept 2023, page 164
		P13 added "and their expectations, roles and responsibilities around filtering and monitoring"	New KCSIE Document Sept 2023
		P18 added passage on online checks for shortlisted candidates	New KCSIE Document Sept 2023
		P21 changed passage to include new distinction between "missing education" and "absent from education"	New KCSIE Document Sept 2023 #175
		P27 update about what constitutes forces marriage	New KCSIE Document Sept 2023 Annex B – reference to new law
		P28 add that mental health can impact attendance	New KCSIE Document Sept 2023 page 148
		P29f added new link to resources for mental health Added explicit acknowledgment of online safety concerns regarding pupil's access to mobile devices and passage about filtering and monitoring and reviews with IT providers	New KCSIE Document Sept 2023 Paragraph 138
		P34 added new guidance on child on child abuse	New KCSIE Document Sept 2023 page 170
		P35 replace "vulnerable" with "susceptible" with regards to radicalisation	New KCSIE Document Sept 2023 pages 149-151
		P40 added that LADO procedures apply also to individuals or organisations using school premises for activities with children	New KCSIE Document Sept 2023 Paragraph 377
6	July 2024	Section 6 & p.14 & p.49 – updated deputy DSL name at MPJ	Deleted FSW
		p.17 added new section within parents and carers section 7. 7b. Keeping children safe in the community All schools work to promote the safety of all children out of school hours by: • ensuring parents and carers are given regular information alerts, updates or awareness workshops, examples include the latest online risks and protection, advice on protecting their children socialising in the local areas (e.g. parks, risk of exploitation).	Following advice at DSL briefing for gold standard.

		• Investigate and intervene in any known incidents that occur out of school involving children of the school and ensure all parents or carers are fully informed and taking appropriate actions and responsibility for any possible consequences or further support.	
		p.23 & p.33 deleted link to admissions & online safety policy replaced with www.newguildtrust.co.uk and where to find on the website under policies	To ensure always links to the latest policy.
	July 2024	p.22 Abuse and neglect updated to include exploitation	2024 DfE updated guidance Para 19.
	July 2024	p.23 & p.38 now includes revised definition for children missing in education to unexplainable and or / persistent absences from education.	Change to para 29. Children missing in education
	July 2024	P.23 and p.38 – changed 10 days to 5 days	Paragraph 29 – revised number of days absent
	July 2024	p.45 – added a new paragraph : It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information	Paragraph 92 – new paragraph to comply with GDPR
	JULY 2024	p. 39 – added a new statement : Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.	Paragraph 171 – clarity on AP school responsibility
	July 2024	p. 38 and 39 – added a new section on safeguarding vulnerabilities of SEND : All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of. **Children with special educational needs, disabilities or health issues** • understanding assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration • these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs • communication barriers and difficulties in managing or reporting these challenges • cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating A **combination** of these factors can make them more susceptible to risks. The school will always consider extra pastoral and emotional support and attention for children with SEND, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE documentation : • • SEND Code of Practice 0 to 25 years, and • Supporting Pupils at School with Medical Conditions. And from specialist organisations such as: • The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people	Paragraph 204 – new links to NSPCC advice protecting children with SEND

		p. 38 – added paragraph about vulnerable children for : **Children who are lesbian, gay, bisexual, or gender questioning** N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. All staff understand that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.	Paragraph 205 to 209 – disclaimer added, clarification on guidance terminology
	JULY 2024	p.40 – added paragraph into vulnerable children section : **Children and the court system** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.	Paragraph 148 – 2 separate age appropriate guides
	JULY 2024	Included new information section into appendix 5 p.61 **Preventing radicalisation Note:** This preventing radicalistion section remains under review, following the publication of a new definition of extremism on the 14 March 2024. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation150 is the process of a person legitimising support for, or use of, terrorist violence. Terrorism151 is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral. The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to	Paragraph 156 . radicalisation disclaimer added.

		have "due regard152 to the need to prevent people from becoming terrorists or supporting terrorism".153 This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). Channel Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether 152 Counter-Terrorism and Security Act 2015 (legislation.gov.uk) they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office. Additional support The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules: • Prevent awareness e-learning offers an introduction to the Prevent duty. • Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention. • Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel. Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The Safeguarding and Prevent - The Education and Training Foundation (etfoundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).	
	JULY 2024	Added new link in guidance documents to KCSIE 2024	
	JULY 2024	Moved version control section to appendix 10	Due to ongoing size
	JULY 2024	Added new appendix 9 on child slavery p.69 Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the	Not previously included

		support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK	
V11	SEPT 2025	Changed KCSIE to 2025 from 2024 ad updated relevant hyperlinks to documentation throughout	Annual DfE updated guidance
		Amended names of designated safeguarding leaders and deputy DSL at MPJ and AJS – page 10 & 13 & 14	Change of SLT
		Amended headteacher names for lead person for online safety p.12	
		Amended headteacher names for designated teacher for looked after and previously looked after children for MPJ and AJS p. ??	
		Amended headteacher name for lead CSE and CCE p.23	
		Amended heateacher name for lead PREVENT p.37	
		Amended LAC designated teacher p. 41	
		Amended LADO lead p,	
		Amended headteacher names induction information p.49	
		Added misinformation, disinformation (including fake news) and conspiracy theories. To p.38	KCSIE 2025 update
		Added : Schools are aware that they can use the department's 'plan technology for your school service' to selfassess against the filtering and monitoring standards and receive personalised recommendations on how to meet them. To p.31	
		Added AI guidance document link to p.32	
		Revised attendance and EHE section to include : **Children potentially at greater risk of harm** The schools recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline). The list below, is not exhaustive, but highlights some of those groups. Children who are absent from education Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The schools rigorously and robustly respond to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes: • The department's statutory guidance on school attendance Working together to improve school attendance which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns. • Information regarding schools' duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education. • further information for colleges providing education for a child of compulsory school age can be found in: Full-time-	

		Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges. • general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy. **Elective home education (EHE)** The schools recognise that whilst many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. The schools follow the Stoke Local Authority EHE policy and guidance from KCSIE 2025, where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we follow recommendations that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers. In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school informs the local authority when a pupil's name is deleted from the admission register.	
		Changed specific policy link on Stoke LA website for link to overall admissions page p.39	
		p.42 added to LAC : This also includes previously looked after children and children in kinship care.	
		p.21 – included link to gov.uk for more information on updates services (within recruitment section)	
		p.36 – included link to new resource The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.	
		p.35 Updated links to National Crime Agency and CEOP following rebranding (Thinkuknow has been retired and replaced with CEOP Education)	
	p.26	Link added to the Preventing Child Sexual Exploitation | The Children's Society.	
	p.69	Removed LA education prevent officer details and replaced with Stoke LA Prevent website page and telephone numbers :	No education link officer
V12			
May 2026		Changed all references to working together from 2018 to 2026	Published working together to safeguard children guidance and framework 2026
	p.6	New paragraph statement about all schools being trauma informed as per recommendation in working together	
	p.8 , p.17	Changed early help to family help	
	p.9	Replace quote from working tog 2018 to 2026 on foundations of early / family help	
	p.21& p.32	Removed expired hyperlinks	
	p.19	Added note of self-disclosures of applicants into safer recruitment process	

	p.22	Added 3 more types of abuse to the list	Change in working together 2026
	p.19	Updated indicators of need for family help and added to the title awaiting the Stoke procedures to update from early help procedures .	
	p.31	Included copy of detail on controlling and coercive behaviour	As per change in guidance
	p.34	Included copy of detail of child sexual abuse	
v12 May 2026			Published working together to safeguard children guidance and framework 2026
		Changed all references to working together from 2018 to 2026	
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	p.34	Included copy of detail of child sexual abuse	
V14			**KCSIE 2026 updates**
JULY 2026			
	p.1	Change title page From : (Adopted from the policy created by the Stoke-on-Trent Safeguarding Children Partnership) To : linked to guidance, policy and practice of the Stoke on Trent …	Waiting for stoke safeguarding board to update all of their policies
	Throughout from p.6	Changed KCSIE 2025 to KCSIE 2026	
	p.7	Deleted annex A from what all staff must read as now referred to just PART 1	
	p.7	Included new more detailed section about staff sharing concerns and data sharing not being a barrier to a child's safety and welfare What the schools and staff do if they have concerns about a child? (relates to p.21 of KCSEI 2026) **We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.** **When concerned about the welfare of a child, staff must always act in the best interests of the child.** If staff have any concerns about a child's welfare, they should act on them immediately. (see appendix 1 for New Guild Trust staff induction on reporting a concern.) All staff are encouraged to report any concerns that they have and **not see these as insignificant.** Our culture is one of openness and ongoing vigilance. Staff are encouraged to discuss potential safeguarding matters that occur in or outside of work with the DSL/ DSLL, including online where appropriate. If in exceptional circumstances, the DSL/ DDSL are not available, this should not delay the appropriate action being taken. Staff should consider speaking to a member of senior leadership in the Trust and / or take advice from the local authority children's social care. In these circumstances, any action taken will be shared with the DSL/ DDSL as soon as is practically possible. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over time** and are evidenced by building up a picture of harm; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity**. (See Appendix 1.)** ~~We maintain a professional attitude of '**it could happen here'** where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will~~	p.22 k

		~~always act in the best interests of the child. This policy has been developed in-conjunction with The New Guild Trust's culture of prevention, protection, and support.~~ All children within The New Guild Trust are reassured that they have a voice, they are listened to and what they say taken seriously. They know that they will be supported and kept safe. They are never given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Children at our school are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never be made to feel ashamed for making a report. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to data protection laws. **Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children. The DSL / DDSL with then make decisions on the next steps, options include : • managing any support for the child internally via the school or college's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing, • undertaking a family help assessment or • making a referral to statutory services or example as the child could be in need, is in need or is suffering, or likely to suffer harm.	
	p.5	Deleted separate : All staff who work directly with children, are provided and read Part One and Annex B of Keeping Children Safe in Education 2025. • Combined into : Our Local Community Governing Bodies, working with the relevant Senior Leadership Team and especially the nominated Designated Safeguarding Lead within each academy school, ensure that all staff including those staff who do not work directly with children read Part One of the KCSiE guidance.	
	p.6	Updated the KCSIE quote to include the 3 bullet points from 2026 update : *"A child centred and coordinated approach to safeguarding :* 4. *Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.* 5. *Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."*	

		6. *No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:* • *providing help and support to meet the needs of children as soon as problems emerge,* • *protecting children from maltreatment, whether that is within or outside the home, including online,* • *preventing the impairment of children's mental and physical health or development,* • *ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and* • *taking action to enable all children to have the best outcomes."* *(p.8 ,Keeping Children Safe in Education 2026)*	
	p.7	Updated links to stoke safeguarding children partnership Stoke-on-Trent Safeguarding Children Partnership – Safeguarding	
	p.9	Amended to PART 1 KCSIE DELETED ANNEX A	
	p.9	Amended from : Safeguarding Policy as well as peer on peer abuse and child on child sexual violence and sexual harassment To : MAT Code of Conduct; MAT Behaviour Policy which includes bullying, cyber bullying, prejudice based and discriminatory bullying ; MAT's response to children absent from education, the role of the DSL (and any Deputies) and this child protection policy that amongst other things includes policy and procedures to deal with child on child abuse,.	
	p.9	• Deleted : **All** staff within The New Guild Trust are aware of the **process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2026) Updated from kcsie new family help assessment guidance on what staff should know • **All staff are aware of the process for community-based Family Help assessments:** " • *the criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:* • *Targeted early help level (under sections 10 and 11 of the Children Act 2004), and* • *Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)* • *the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)* • *Section 31 of the Children Act 1989 (care and supervision orders), and* • *Section 20 of the Children Act 1989 (duty to accommodate a child)* • *and clear procedures and processes for cases relating to:* • *the abuse, neglect, and exploitation of children*	

		• *children managed within the youth secure estate* • *disabled children " (p.10 KSCIE, 2026)*	
	p.9	Added from kcsie 2026 : All staff should know what to do if a child tells them they are 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 local authority 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. 11. 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 any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.	
	p.9	Updated link : Stoke-on-Trent Safeguarding Children Partnership – Safeguarding	
	p.10	Updated guidance links to include EYFS framework and deleted advice on sexual violence now withdrawn	
	p.10	changed to all adults working with children will read PART ONE (removed ref to appendix A)	
	p.10	New section on opportunities to teach safegaruding (split from key principles section 4 (new header) Opportunities to teach safeguarding • Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils/students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being, including online . • Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying) **. the curriculum follows the statutory guidance for Relationships and Health Education)** which can be found here (revised for introduction September 2026). • The schools understand that they play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. The schools in The New Guild Trust are fully relational and have a clear set of inclusive values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school relational behaviour policy and pastoral support systems, as well as by a planned programme of evidence based RHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The curriculum is fully inclusive and developed to be age and stage of development appropriate (especially considering the needs of children with special educational needs and/or disabilities (SEND) and other vulnerabilities). The curriculum covers, at an age-appropriate stage, issues such as: O supporting children to develop the skills that form the building blocks of all positive relationships, O healthy and respectful relationships,	Kcsie p.42

		O boundaries, consent and kindness in relationships, O stereotyping, prejudice and equality, O body confidence and self-esteem, O how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour, O the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support, O what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and O understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help. • Relevant issues will be addressed through all areas of the curriculum. **See KCSIE 2026 for further support information p.44 and Annex A**	
	p.11	Changed reference to role of DSL guidance in KCSIE 2026 now in annex B	
	p.11	Changed early help to family help	
	p.13	Copied section on human rights act 1998 into legislation section	Kcsie p. 29
	p.13	Copied section on equality act 2010 in legislation section	Kcsie p.30
	p.13	Copied section on sport	Kxsie p.31
	p.14	PSED added sentence **Public sector Equality Duty** (found in the equality act) 0 the schools eliminate unlawful discrimitnation, harassment and victimisation and foster good relations. All the schools in The New Guild Trust follow relational policy and practice.	
	p.14	Added new paragraph about continuity of responsibilities in periods of absence	KCSIE p.37
	p.15	Dsl role in annex b of kcsie 2026 The Designated and Deputy Designated Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with that outlined in Annex B **Keeping Children Safe in Education 2026**	
	p.15	Changed three partners to local partners	Awaiting local details
	p.15	Revised details about records and files to be more accurate on cpoms not paper . Deleted : Safeguarding and child protection records are kept in a secure location, separate and away from academic records and there is a clear recording process of transfer, in or out, using the transfer of records form which needs to be signed by the sending and receiving settings and a copy of this form kept by both. Safeguarding files have a front sheet, chronology as well as all other safeguarding paperwork in chronological order, the most recent being at the front of the file. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on the safeguarding file including: • A clear and comprehensive summary of any concern. • Details of how the concern was followed up and resolved. • A note of any action taken, decisions reached and the outcome. Replaced with : All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on CPOMS as incidents that are logged within a child's safeguarding file: Concern logs will include :	

		• A clear and comprehensive summary of any concern. • Details of how the concern was followed up and resolved. • A note of any action taken, decisions reached and the outcome.	
	p.16 & 17	Changed early help champion to family support worker and included carers where parents mentioned.	
	p.21 & 22	Updated guidance on early helps and family help assessments Kcsie 2026 guidance whilst awaiting s-o-t guidance New Guild Trust staff are particularly alert to the potential need for any child and family to benefit from in school early help for a child who: Practitioners should be alert to the potential need for in school early help for a child who: • is unborn • is disabled • has special educational needs (whether or not they have a statutory education, health and care (EHC) plan) • is a young carer • is bereaved • is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime See Appendix A: Glossary for the statutory definition of domestic abuse set out in the Domestic Abuse Act 2021 • is frequently missing/goes missing from care or from home • is at risk of modern slavery, human trafficking, sexual and/or criminal exploitation • is at risk of being radicalised • is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online • 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 • is suffering from mental ill health • has returned home to their family from care • is a privately fostered child • has a parent or carer in custody • is missing education, or persistently absent from school, or not in receipt of full-time education • has experienced multiple suspensions and is at risk of, or has been permanently Excluded Community based early help assessments. If children do not require the support of statutory children's services, the designated safeguarding lead (or a deputy) will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17. P.(p.22 , KCSIE) The Designated Safeguarding Leads will ensure that **all** staff are aware of the in school early help and community based family help processes and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Leads, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Every member of staff, including volunteers, working with children within the New Guild Trust are advised to maintain an attitude of **'professional curiosity and respectful uncertainty'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and have a responsibility to act as outlined in this policy. [to be updated from stokeontrent policy – awaiting updates – Practitioners should complete the Stoke on Trent Early Help Assessment (EHA) when: • Age appropriate progress is not being made and the causes are unclear.	p.22 kcsie 2026

		• The support of more than one additional agency is needed to meet the child or young person's needs. • Children do not meet the threshold, yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour. Guidance documents can be accessed at the following links: • Stoke Early Help Home - Staffordshire Safeguarding Children Partnership • Stoke-on-Trent Threshold Document • https://www.staffsscb.org.uk/procedures/core-procedures/threshold-document-stoke-on-trent/ • The establishment EHA lead may need to make a referral directly to other agencies or request the support of Stoke-on-Trent City Council Early Help Teams. Referrals will be made through Stoke-on-Trent's Children's Advice and Duty service (ChAD) on 01782 235100.] The DSLs may also consider seeking advice and guidance from Stoke-on-Trent Children's Advice and Duty Service (ChAD) 01782 235100 around thresholds and appropriate referrals to ChAD. **Concerns about a child should always lead to help for a child. The academy school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure that an Early Help Assessment is completed.** ***"Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police,*** *(see when to call the police: guidance for schools and colleges (npcc.police.uk))* ***is made immediately****. Referrals should follow the local referral process.* " (KCSIE 2026)	
	p.21	Updated CIN section with kcsie 2026 **Child in Need (Section 17)** *A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. As outlined in Working Together to Safeguard Children, local authorities, with their safeguarding partners and any relevant agencies, should develop, agree and publish local protocols for assessments and support. This should set out who can act as lead practitioner in supporting children and their families under section 17 (which is not limited to social workers). (p.23 KCSIE 2026)* If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents or carers of the child and obtain their consent for referral to Stoke-on-Trent's Childrens' Advice & Duty team (ChAD) service or the appropriate social care team if a different authority, to request an assessment. If parents or carers refuse to give consent, but the child's needs are not being met, the DSL will discuss these issues with the Stoke-on-Trent Children's Advice and Duty (ChAD) service on 01782 235100. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services.	
	p.22	Added sentence All staff know that in all cases, if they are unsure, they should always speak to the DSL/ DDSL.	
	p.23	Included quote from kcsie 2026 on importance of sharing and escalating ***Why is all of this important?*** *"It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and local child safeguarding practice reviews have repeatedly shown the*	p.23

		dangers of failing to take effective action.[16] Further information about local child safeguarding practice can be found in Working Together to Safeguard Children. *Examples of poor practice include:* • *failing to act on and refer the early signs of abuse and neglect,* • *poor record keeping,* • *failing to listen to the views of the child,* • *failing to re-assess concerns when situations do not improve,* • *not sharing information with the right people within and between agencies,* • *sharing information too slowly, and* • *a lack of challenge to those who appear not to be taking action. " (p.25 KCSIE 2026)*	
	p.26	Updated guidance on CSE Deleted : ~~Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.~~ ~~CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.~~ ~~The New Guild Trust will use the Sexual Exploitation Risk Factor Matrix (RFM) to idenfity pupils at low, medium or high risk of sexual exploitation. The matrix can be found on the SCP website.~~ ~~https://www.staffsscb.org.uk/documents/child-exploitation-risk-factor-matrix/~~ ~~Pupils will be referred to the Multi Agency Child Exploitation Panel (MACE) if deemed appropriate, following completion of the Risk Factor Matrix.~~ ~~We will also share information with the Staffordshire Police Child Exploitation Team to contribute to their intelligence gathering to prevent and detect cases of CSE; so even apparently minor pieces of information should be given to the DSL.~~ ~~Where we identify that a child under the age of 13 is involved in sexual activity, this will always be immediately reported to the Police.~~ Replaced with : Both CCE and CSE are forms of abuse that occur where an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into takin part in criminal or sexual activity. It may involve an exchange for something the victi needs or wants, and/or for the financial advantage or increased status of the perpetrato or facilitator and/or through violence or the threat of violence. This can be committed o facilitated by an organised network or gang, and the victim may identify as being part o this group. CCE and CSE can affect children, both male and female, and can includ children who have been moved (commonly referred to as trafficking) for the purpose o exploitation. This may constitute modern slavery, and further information is available i the Modern Slavery statutory guidance. In accordance with this guidance, a relevar child protection and modern slavery referral should be completed where a potentia victim of CCE or CSE is identified. (KSCIE 2026) Child criminal exploitation (CCE) Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines[17], working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into	

		committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Child sexual exploitation (CSE) CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. (County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". Links to the Home Office's County Lines advice is provided within the serious violence information on pages 172-173 of KCSIE 2026.) CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network[18] and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.	
	p.37	Updated child on child abuse section – **Child on Child Abuse (Including ~~Child on Child Sexual~~ Violence and ~~Sexual~~ Harassment)** **All** staff at The New Guild Trust have the knowledge and awareness that children can and sometimes do abuse other children (often referred to as child on child abuse). ~~The New Guild Trust has zero tolerance with regards to peer on peer abuse.~~ and that it can happen both inside and outside of school or college and online. **All** staff are	KCSIE 2026 updates re-written whole section Paragraph 527: Updated to clarify that all incidents involving the sharing of nude or semi-nude images

		clear to the school 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. The school's follow the guidance as outlined in PART 1 of KCSIE 2026 : "**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 abuse is not being reported. As such it is important that when staff have **any** concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their designated safeguarding lead (or a deputy). As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. 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 behaviour, misogyny, 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. **All** staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. As well as knowing how to respond to concerns, **all** staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence based support can be key to preventing children from going on to commit abuse or violence. 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 children (sometimes known as 'teenage relationship abuse'), • 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), • serious physical assault and harm, or the threat of harm with a weapon, • sexual violence[19] 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[20] 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,	require a safeguarding response, whether they are consensual or non-consensual. Paragraph 531: Additional paragraph added on HSB (previously part of para 525) Paragraph 532: Added link to NSPCC resource providing advice on stages of typical 193 sexual development and behaviour for different age groups. Paragraph 533: Added link to resource for advice on responding to children who display sexualized behaviour. Paragraph 540: Added further information on consent Paragraph 575-581: Updated header and expanded description of universal services and community-based early help. Paragraphs 582-592: Added new section on "Referrals to Family Help".

[19] For further information about sexual violence see Part five.

[20] For further information about sexual harassment see Part five.

		touch themselves sexually, or to engage in sexual activity with a third party, • consensual and non-consensual making or sharing of nudes and seminudes[21], • upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, 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). " KCSIE 2026.	
	p.37	Deleted sexual from violence and harassment in all sentences.	
	p.38 & 39	Deleted from this policy to be detailed in the child on child policy ~~**All** staff know that if we do not challenge and support our children that this will 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.~~ ~~At The New Guild Trust we strive for a culture where children feel safe to speak to staff about their experiences. We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.~~ ~~We have well promoted and easily understood systems in place so that our children feel confident in knowing their concerns will be treated seriously.~~ ~~The New Guild Trust will undertake the following procedure in instances of child on child abuse:~~ ~~• When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.~~ ~~A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.~~ ~~• The DSL may contact the Locality Social Worker/CHAD or other relevant agency to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person.~~ ~~• The DSL will follow through the actions from the discussion and make any referrals necessary, keeping a record of the concern, the discussion and any outcome in the files of both pupils.~~ ~~• If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).~~ ~~• Where neither Children's Social Care nor the Police accept the complaint, a thorough investigation will take place into the matter using the academy school's usual disciplinary procedures.~~ ~~• In situations where the academy school considers a safeguarding risk is present, a risk assessment should be undertaken and an individual risk management plan will be put in place to ensure that other pupils are kept safe and that the pupil concerned does not become a target for malicious allegations.~~ ~~• The plan will be reviewed continuously and a date set for a follow-up evaluation with everyone concerned.~~ ~~**All** victims are taken seriously and offered appropriate support. Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states 'child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.'~~	

Victims of child on child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff at The New Guild Trust have any concerns regarding child on child abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

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 and may include an online element which facilitates, threatens and/or encourages sexual violence. 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.
- Sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- 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 sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery), consensual image sharing, especially between older children of the same age may require a different response. It might not be abusive – but children still need to know it is illegal - whilst non-consensual is illegal and abusive.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; 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).
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.

All staff **are** clear as to The New Guild Trust's policy and procedures with regards 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.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or a Deputy). The Trust's Behaviour and Rewards Policy will support any sanctions.

The DfE states 'child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.'

Guidance documents:
Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire
Contextual Safeguarding Network
Childnet - Just a joke?
NSPCC - Harmful sexual behaviour framework
Farrer & Co: Addressing child on child abuse: a resource for schools and colleges.

- Disrespect NoBody
- UKCIS Guidance: Sharing Nudes and Semi-Nudes
- Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

		• ~~Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)~~ • ~~Searching, screening and confiscation (publishing.service.gov.uk)~~ • ~~Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)~~ • ~~Updated links to National Crime Agency and CEOP following rebranding (Thinkuknow has been retired and replaced with~~ • ~~CEOP Education)~~ • ~~The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.~~	
	p.23	Moved all of child on child abuse section to p.31 to be in the same order as KCSIE 2026 and follow the list in section 12 of NGT policy	
	p.31	New section on residential accommodation **Boarding and residential accommodation** In the case of overnight residential educational visits the schools do not allow a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing access to boarding or residential accommodation designated for the opposite sex. If, however, a child does not want to share a room with another child of the same biological sex, alternative arrangements should be sought where possible. Alternative arrangements should not compromise the safety, comfort, privacy or dignity of any child. They might include, for instance, finding a suitable separate room for the child. Where a child's concern reflects a request for support with social transition, the school will consider the section on "considering requests for support with social transition" before making any decisions. (social transitioning is understood and expected to be extremely rare during primary school ages).	Kcsie2026 p.53
	p.29	Deleted a repeat of info from that subheading paragraph Domestic abuse ~~Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:~~ • ~~Psychological~~ • ~~Physical~~ • ~~Sexual~~ • ~~Financial~~ • ~~Emotional~~	
	p.29	Updated link Mandatory reporting of female genital mutilation: procedural information - GOV.UK 2020	
	p.32	Updated mental health to include more specific detail relating to risks to suicide Mental Health **All** staff have an incredibly important role to play in supporting the mental health and wellbeing of our pupils and **are** aware that mental health problems can, in some cases develop into safeguarding concerns, this could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.	

All staff have an awareness of mental health problems as a potential indicator of abuse, neglect or exploitation. They understand the lasting impact of abuse, neglect, exploitation and ACEs and the impact on mental health, behaviour and education. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Where there is a safeguarding concern, staff know to follow the child protection procedure, to listen to the child and are trained to be able to support and reassure the child. If staff are unsure, they will always speak to the DSL or Deputy DSL.

We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We recognise that attendance can be impacted by poor mental health.

The New Guild Trust will support their pupils' mental health by:

- Having the children's welfare at the heart of all policies, practices and procedures.
- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to e-safety, enabling pupils and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child safeguarding/protection, including on line safety, is included in the curriculum to help pupils stay safe, recognise when they do not feel safe, identify who they can talk to and where they can get help from.
- Ensuring access to a number of appropriate adults to approach if they are in difficulties.
- Building confidence, resilience and independence.
- Encouraging development of self-esteem and assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender, discriminatory, prejudice or disability-based bullying, are considered under child protection procedures;
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring that the DSL and mental health lead work closely together.
- Ensuring that the DSL shares information about welfare, safeguarding and child protection issues with teachers and leaders.
- Ensuring there is a particular focus on children with social workers, that staff understand these pupils' academic progress and attainment, that there is a culture of high aspirations for this cohort and that teaching staff are supported to identify challenges they may face and the academic support and adjustments that need to be made.
- Ensuring that the school is following the new statutory guidance for Sex and Relationships Education from June 2021 and has an up to date Sex and Relationships Education Policy in place.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,

- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

All staff know that not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. All schools ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Further support

The schools utilise locally available support to meet the needs of children and young people. All schools have access to the Mental Health Support Team (MHST). As well as delivering evidence-based interventions for early support for mental health issues such as ELSA (Emotional literacy support assistants). , MHSTs support mental health leads to develop their whole school or college approach to mental health and wellbeing, and give timely advice, liaising with external specialist services, to help children and young people to get the right support.

Guidance and helpful documents:

- help them identify children in need of extra mental health support. Additional guidance and resources can be found on the Promoting and supporting mental health and wellbeing in schools and colleges website on GOV.UK. The department has also published advice and guidance on Preventing and tackling bullying (which may also be useful for colleges).

- The NHS Every Mind Matters website also contains helpful information and advice about Looking after a child or young person's mental health. In addition, the Hub of Hope is the UK's leading mental health support database. It brings local, national, peer, community, charity, private and NHS mental health support and services together in one place, so that anyone struggling can find the most appropriate support.

- Home Young Minds
- Mental Health and Behaviour in Schools Guidance.
- Preventing and tackling bullying
- Every Interaction Matters
- MIND-Parenting Capacity and Mental Health
- NSPCC-Mental Health and Parenting

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following the child protection policy, and by speaking to the Designated Safeguarding Lead or Deputy DSL.

	p.38	Updated section on serious violence Deleted : ~~All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.~~ ~~All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.~~ Replaced with	
	p.49	Reporting allegations against staff Updated to include trainee teachers and clarity on what if allegations against headteachers / ceo If an allegation is made or information is received about an adult who works at The New Guild Trust **which** indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head Teacher/Head of School immediately. If neither the Head Teacher/Head of School nor CEO is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher or relevant Chair of the Local Community Governing body. Should an allegation be made against the Head teacher/Head of School this will be reported to the ~~relevant Chair of the Local Community Governing Body~~ CEO of The New Guild Trust. Should an allegation be made against the CEO this will be reported to the chair of the trustees. The Head Teacher/Head of School, CEO or Chair of Local Community Governors or trustees ~~will seek advice from~~ report the allegation concern to the LADO within one working day. No member of staff or the governing body will undertake further investigations before speaking to ~~receiving advice from~~ the LADO. Wherever any doubt of a conflict of interest the concern should be reported directly to the LADO. 01782 235100. <u>Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'</u>. We are aware that concerns may arise in several ways and from several sources, for example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of our setting; or as a result of vetting checks undertaken. We have the appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. As part of our whole school approach to safeguarding, we promote an open and transparent culture in which **all** concerns about **all** adults working in or on behalf of our setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, and this is critical. We encourage an open and transparent culture; enabling us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of The New Guild Trust are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution. Low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. Low level concern is still a concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that: • Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.	

		• And does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to: • Being over friendly with children. • Having favourites. • Taking photographs of children on their mobile phone. • engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, • Using inappropriate sexualised, intimidating, or offensive language. We understand how crucial it is that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings. Low-level concerns which are shared about trainee teachers, supply staff and contractors should be notified to their respective education training providers or employers, so that any potential patterns of inappropriate behaviour can be identified. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO. (KCSIE, 2026)	
	p.29	Updated guidance for use of reasonable force **Use of Reasonable Force** There are limited circumstances when it is appropriate for staff in school to use reasonable force to safeguard children ~~and young people~~. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is ~~needed~~ necessary for the least amount of time the application of which will depend on the circumstances'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. ~~Departmental advice for schools is available here.~~ The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. Advice on how to make this assessment is provided in the Restrictive interventions, including use of reasonable force in school's guidance. HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings; however all schools and colleges may find the information helpful. ~~When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.~~ When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools should, in considering the risks carefully, recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 90-94), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. The schools in The New Guild Trust achieve this by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.	Kcsie 2026 p.54
	p.41	Revised categories of online risk **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism,	

		radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories, **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes, **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). (KCSIE , 2026 , p.45)	
	p.42	New para about communitcating online safety to parents and carers Staff are in regular contact with parents and carers and regular communicate and reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems the schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.	Kcsie p.
	p.42	New para about AI There is an use of AI in school policy that has been informed from DfE guidance Generative artificial intelligence in education and Chiltern Learning Trust and Chartered College of Teaching, have published online resources to help school and college staff to use AI safely and effectively. Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property. See the new guild trust school policies: On-Line Safety; Mobile phone policy, Staff Code of Conduct, PSHE, PREVENT. Use of Artificial Intelligence in school (AI)	Kcsie p.47
	p.42	New section on information security and access management **Information security and access management** Tthe schools in The New Guild Trust safeguard children by protecting personal information and ensuring their school has appropriate cyber security systems in place. This is part of the schools' wider safeguarding responsibilities. Measures are in line with the Cyber security standards for schools and colleges. The Cyber security standards for schools and colleges outline actions to strengthen resilience, reduce the risk of disruption, prevent data breaches, and mitigate safeguarding risks. Guidance on e-security is available from the National Education Network, and broader cyber security advice, including resources for governors and trustees, can be found at National Cyber Security Centre – NCSC. The department's 'plan technology for your school service' supports schools in meeting digital standards through self-assessment and personalised recommendations. (KCSIE, 2026, p.49) **Reviewing online safety** Technology, and risks and harms related to it, evolve, and change rapidly. The Trust carries out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. Examples of a self-review tool for schools can be found via the 360 safe website or LGfL online safety audit.	Kcsie p.49

		There is a wealth of additional information available to support schools, colleges and parents to keep children safe online. A sample is provided in Annex A, KCSIE, 2026.	
	p.51	New subheading about whistleblowing and clarity on explanation taken form kcsie 2026 **15.b what to do if there are concerns about safeguarding practices within school.** All staff and volunteers read and understand the whistleblowing procedure and should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding provision and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures are in place for such concerns to be raised with the school or college's senior leadership team. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them: general advice on whistleblowing can be found at whistleblowing for employees, and the NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from	
	p.53	Updated guidance on alternative provision **Alternative Provision** **At The New Guild Trust we know that the cohort of pupils in our provision often have complex needs, our Trust Board/Local Community Governing bodies are aware of this additional risk of harm that their pupils may be vulnerable to.** Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The schools would obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can assure itself that appropriate safeguarding checks have been carried out on new staff. Schools will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They regularly review the alternative provision placements with at least once weekly contact to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement would be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:	

		• Alternative Provision, and • Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk). The department has also published voluntary national standards for nonschool alternative provision. ~~Guidance documents:~~ • ~~https://www.gov.uk/government/publications/alternative-provision~~ • ~~https://www.gov.uk/government/publications/education-for-children-with-health-needs-whocannot-attend-school~~	
	p.56	Updated key legislation list • Keeping Children Safe in Education July 2026 (DfE) • Working Together to Safeguard Children 2026 (DfE) • Human Rights Act 1998 • Equality Act 2010, including PSED • Data Protection Act 2018 GDPR and data Act 2025	
	p.57	New paragraph in vulnerable children – young carers **Young carers** Schools are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.	KCSIE 2026 p.64
	p.58	Updated guidance for designated teacher LAC and PLAC New section on the role of the virtual head and supporting attendance	Kcsie 2026 p. 63
	p.51	Updated guidance for vulnerable SEND **Children with special educational needs, disabilities or health issues** As a school we are aware of the potential for children with SEND to have **additional barriers when it comes to safeguarding both online and offline**, the school recognises that this group can be more vulnerable to abuse, neglect and exploitation. These can include: • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration, • these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, • communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse, • the need for intimate care or that these children are isolated from others, • that these children are more likely to be dependent on adults for care, and • these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the	Kcsie 2026 p.64

content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

Schools always consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the departments:

- SEND Code of Practice 0 to 25 years, and
- Supporting Pupils at School with Medical Conditions.

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk),
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people, and
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.
-

~~Disabled children may be **especially vulnerable to abuse** because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.~~

~~Heightened vulnerability linked to:~~

- ~~Communications skills~~
- ~~Maturity (Lower cognitive ability)~~
- ~~Perceptions of intent from others~~
- ~~Lower self-esteem/confidence~~
- ~~Potential to trust unreservedly~~
- ~~A need to have "friends" or find a partner~~
- ~~Differing boundaries~~
- ~~Online safety – digital technology~~
- ~~understanding assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration~~
- ~~these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children~~
- ~~the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs~~
- ~~communication barriers and difficulties in managing or reporting these challenges~~
- ~~cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating~~

~~A **combination** of these factors can make them more susceptible to risks.~~

~~The school will always consider extra pastoral and emotional support and attention for children with SEND, along with ensuring any appropriate support for communication is in place.~~
~~Further information can be found in the DfE documentation : •~~
~~• SEND Code of Practice 0 to 25 years,~~
~~• Supporting Pupils at School with Medical Conditions.~~
~~And from specialist organisations such as:~~

	p.54	**New section** **Safeguarding children with medical conditions** The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk. Further information is provided in our statutory guidance on supporting Pupils at School with Medical Conditions and Allergy safety in schools. Statutory guidance about the support that pupils with medical conditions and allergies should receive at school.	Kcsie 2026 p.65
	p.59 & 60	New section on school premises included even though not applicable to primary schools – copied direct from KCSIE 2026 **Regulations and safeguarding requirements relating to school premises (taken from KCSIE 2026 105 - 116– does not apply to The Schools in The New Guild Trust as all children below age 11) – including the guidance for reference.** Toilets 112. This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity. 113. Schools must not allow children into toilets designated for the opposite biological sex. This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender. 114. Schools must provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time). This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014 which apply to both maintained schools, academies and independent schools and reflects schools' safeguarding obligations. 115. While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply. 116. Therefore, if a gender-questioning child does not want to use the toilet designated for their biological sex, schools and colleges should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not	

compromise the safety, comfort, privacy or dignity of the child, or of any other children.

117. It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

118. Where a school or college provides mixed-sex toilets in addition to singlesex toilets, schools and colleges should assess safeguarding risks and plan accordingly, for example, mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (e.g. a corridor).

Changing Rooms and Showers

117. This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.

118. Schools must not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex. This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, which require maintained schools, academies and independent schools to provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. This means that the changing accommodation and showers must be suitable for the pupils they are provided for, having regard to their ages, numbers, and sex and any special requirements they may have and is informed by the school's safeguarding obligations. When responding to a request to support any degree of social transition, a school must not allow a child access to changing rooms designated for the opposite sex.

119. While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply.

120. If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, schools and colleges should consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be a fully enclosed room – for use by one child at a time that can be secured from the inside – or by allowing access to facilities at an alternative time. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child or of any other children.

121. It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

	p.48	In vulnerable children section 13. New paragraph of children who need a social worker (CIN and CP) **Children who need a social worker (Child in Need & Child Protection Plans)** Our DSL/DDSL are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact that a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances. We know that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The DSL will hold and use information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.) We will strengthen provision to reduce absence and exclusions for this group as we recognise that regular attendance is important for vulnerable pupils and school can act as a protective factor. We will work as a school to narrow the attainment gap, have high aspirations for all children with a social worker and will design our Pupil Premium strategy to meet the needs of CWSW (Children with a Social Worker). ~~We will ensure that they benefit from additional support to recover from the impact of COVID-19 using a strength-based approach with the child's voice central to our planning. (e.g. National Tutoring Programme/Recovery Premium).~~ **The Mental Health Lead in school** will work to assess, understand, and meet the Social Emotional & Mental Health needs of Children with a social worker, as we recognise, they are more likely to experience issues than their peers. Findings from the Children in Need review, Improving outcomes of children in need: literature review, contains further information, and the conclusion of the review, Help, protection, education, provides detail about the action the government is taking to support this.	Kcsie 2026 p.57
		New section following review on children who are lesbian, gay or bisexual and children questioning their gender **Children who are lesbian, gay or bisexual** A child or young person being lesbian, gay, or bisexual is not in itself a risk factor for harm; however, they can sometimes be vulnerable to discriminatory bullying. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Schools how to address vulnerabilities such as the risk of bullying and take steps to prevent it, including putting appropriate consequences in place. **Children who are questioning their gender** In recent years, we have seen a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. It is not for schools to initiate any action in this area; this guidance is focused on circumstances where a child or their parent has raised a request relating to social transition to which a school is responding. Schools will keep in mind that it is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may	

continue to question their gender and this feeling may intensify into puberty.

Schools will take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Schools will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Schools will consider adopting policies across school and college life that maintain flexibility and avoid rigid rules based on gender stereotypes.

Schools and colleges should be respectful places where bullying is never tolerated

We know that bullying has a detrimental impact on young people's mental health and their ability to thrive at school and college. Bullying can affect a child's attainment and wellbeing. We are clear that all forms of bullying, for whatever reason, are unacceptable. Schools take a strong, proactive stand against all forms of bullying, tackle bullying at the earliest opportunity to prevent it from escalating.

Considering requests for support with social transition

Schools will not initiate any action regarding social transition; this guidance applies where a child or their parent has requested that the school make changes or put support in place in order to facilitate the child presenting as the opposite biological sex ("social transition"). Members of staff should not adopt any changes relating to social transition unless a decision has been made by a school or college and a child's parents or carers have been involved as set out in this guidance.

Schools will consider whether pupils would be best supported by a policy on social transition which explains the steps the school will go through when a child requests support. When considering any request for support with social transition, schools will ensure that their decision-making process is documented and records are kept.

In making decisions about supporting social transition, schools must comply with their distinct but interacting obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by their evaluation of the welfare and best interests of the child and other children.

Schools make decisions in line with the following principles and ensure that their decision-making process is documented and records are kept:

<u>Schools and colleges have statutory duties to safeguard and promote the welfare of all children</u>

Schools have a statutory duty to safeguard and promote the welfare of all children. They should consider how best to fulfil that duty towards a child who is questioning their gender, as well as their peers, ensuring that any agreed course of action takes account of the impact on all of those affected.

This means that the first step when considering a child's request for support with social transition will be to consider what is in the best interests of the child and other children, and a decision relating to social transition may not be the same as a child's wishes.

		The school will work with parents or carers to determine what is in the best interests of the child as well as considering any clinical evidence or advice and seeking any additional non-clinical professional advice where relevant (for example from the SENCO), including involving the designated safeguarding lead. Schools will consider everything that could be affecting a child, including whether they have any wider health issues or neurodiversity. In considering the best interests of children, schools will also take into account the principle below on taking a careful approach. Schools in The New Guild Trust will be particularly conscious of safeguarding concerns relating to primary aged children. For example, the Cass Review noted evidence that children who socially transition before puberty – and those who transition prior to receiving clinical advice – are more likely to proceed to a medical pathway than those who do not. Schools should also keep in mind that some children who socially transition before puberty will be "living in stealth" meaning other pupils and/or staff may be unaware of their biological sex, and schools should be aware of related safeguarding concerns as in the section below on living in stealth. <u>Parents and carers should be actively involved and their views treated with importance</u> Parents and carers have the leading role in the lives of their children, and this area should be no exception. Therefore, where a child who is questioning their gender asks for support from a school, the school will engage parents/carers as a matter of priority. It is important that the views of the child's parents or carers should carry great weight and be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the school or college should involve their designated safeguarding lead[22] to determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken. The Cass Review is clear that outcomes for children and adolescents are best if they have a supportive relationship with their families and, in the vast majority of cases, we would expect schools and parents/carers to work together to establish what is best for the child. Involving a child's parents/carers in this way will enable schools and colleges to promote a child's wellbeing and protect them from harm. The advice above applies in cases where a child has requested support with social transition. In cases where a child confides in a member of staff about their feelings but does not ask the school or college to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk. Schools and colleges should follow their usual procedures where a conversation with a child raises concerns about the child's wellbeing or safety, including involving parents or carers where appropriate. (KCSIE 2026 p.68) <u>Accommodating social transition is an active intervention so schools and colleges should take a very careful approach</u> 259. Schools will take a very careful approach in relation to social transition. The Cass Review acknowledged that there is a lack of good evidence on the long-term impact of social transition on young people, but it is clear that social transition should be viewed as an active intervention that may have significant effects on the child or young person in terms of their psychological functioning and longer-term outcomes.	

Schools in The New Guild Trust are within the primary phase and will exercise particular caution, and we would expect support for full social transition to be agreed very rarely. Schools will keep in mind the emphasis in the Cass Review on early clinical involvement when families are considering social transition for pre-pubertal children, including how to support their children in a non-directive way, whilst also keeping options open and flexible. The Cass Review emphasised that clinical involvement in the decision-making process should include advising on the risks and benefits of social transition as a planned intervention, referencing best available evidence. This is not a role that can be undertaken by staff without appropriate clinical training.

The Cass Review acknowledges that older children will generally have greater agency to make their own decisions. Maintaining flexibility and keeping children's options open will help to avoid a child feeling they are under pressure to commit to a potentially irrevocable pathway when they are young.

Schools and colleges should comply with obligations under the Equality Act and Human
Rights Act when considering requests for support with social transition

As well as complying with their safeguarding obligations as above, schools will comply with their duties under the Equality Act 2010 and the Human Rights Act 1998.[23]

In line with the responsibilities of schools adhere to the highest standards of safeguarding for the children and young people in their care, alongside obligations under the School Premises (England) Regulations 2012 schools must not allow pupils into toilets, changing rooms, or boarding or residential accommodation designated for the opposite sex, with no exceptions. Similarly, where schools have implemented single-sex sports as being necessary for safety reasons, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex.

The school will also make sure that children and their families are aware that while the school or college will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, the school must also be conscious of the rights of pupils and staff in relation to their religion or belief. However, schools and colleges supporting social transition might consider discussing options with pupils and staff such as using names instead of pronouns.

Reviews

The circumstances of a case and/or the needs of a child may change over time. For example, it may become known that there are safeguarding issues that were not previously apparent (including where a young child is 'living in stealth' - see below), or that a decision has placed an unsustainable pressure on a school or college's resources. In such cases, the school or college may need to review their original decision taking into account the factors set out above, including involving the child's parents or carers. In deciding whether to review a decision, the school or college should involve their designated safeguarding lead immediately. (KCSIE 2026 , p71)

schools will consider whether previous decisions taken prior to this guidance coming into force remain appropriate, taking into account the impact of making any changes on the child in question and considering the principle above about involving parents or carers.

Correct information

Having the correct information about a child is important in the context of schools and colleges fulfilling their safeguarding duties, and they should make sure all relevant staff are aware of a child's biological sex in all cases. Schools and colleges are legally required to record a child's biological sex accurately wherever it is recorded.

		Children living in stealth Schools will be particularly conscious of the vulnerabilities of children who have fully socially transitioned from an early age and may be living in stealth (that is, school friends/staff may be unaware of their biological sex). The Cass Review emphasised that these children are likely to approach puberty in a fearful and anxious state. Schools will involve the designated safeguarding lead in these cases. Support for children who wish to detransition There may be circumstances where a child wants to fully or partially reverse a request that has previously been agreed. The Cass Review highlighted the importance of maintaining flexibility and keeping options open for children who have socially transitioned and recommended that support should be provided to children who wish to de-transition. Schools will work closely with parents or carers and relevant experts to ensure that children in this position are supported.	
	p.55	More detail on multi agency working At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together to Safeguard Children (2026) and KCSIE 2026. All schools in The New Guild Trust work closely with Stoke and Staffordshire Integrated Care Board and Children's Social Care and, where appropriate from a placing local authority. DSL / DDSL ensure they have a thorough understanding of the local safeguarding published arrangements which organisations and agencies they will be working with, and the expectations place on any agencies and organisations by the arrangements.	Kcsie p.40
	p.55	More detail on risk assessing info sharing : When deciding what information to share, the DSL will consider: • the relevancy of the information, including to the current safeguarding risk, • what is necessary for the receiving setting to know, and • whether it is clearly presented and appropriately contextualised. Professional judgement is used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. This is further supported by the new information sharing duty, which is intended to give staff greater confidence to share information appropriately and in a timely way to safeguard children. Specific statutory guidance on the Information Sharing Duty will be provided in due course, following consultation. Our Trust Board/Local Community Governing Bodies are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Trust Board/Local Community Governing Bodies ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes: • being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data', • understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without	KCSIE p.40

		consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and • for schools, not providing pupils' personal data where the serious harm test under the legislation is met.[24] For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt schools should seek independent legal advice. (KCSIE , 2026 p.40)	
	p.55	Added timescale for info sharing : When a pupil leaves one of our academy schools, the DSL will ensure that any relevant Child Protection file is transferred to the new setting as soon as possible and to be within 5 days of an in year transfer and 5 days of the start of a new term , ensuring secure transit, with confirmation of receipt.	Kcsie p.40
	p.55	Additional detail about information shared on moving to a new setting and in particular to share any information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives or incidents that may indicate concerns about serious violence or harmful behaviours.	Kcsie p.41
	p.55	New paragraph regarding information sharing received from previous settings When receiving information from a previous setting the DSL will ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCOs), are aware as required. It will then be for the designated safeguarding lead to consider what other information should be shared with other relevant staff and when appropriate to do so.	Kcsie 2026 p.41
	p.65	Copy of flowchart from KCSIE 2026 on reporting concerns about a child added to appendix 1 of NGT policy	
	p.70 (title page & p.47)	Added mobile phone guidance link to the list Mobile phones in schools - GOV.UK Included a new section in the title page – section 20 – mobile phones (changed key legisaltiona to section 20, new guild policies to section 22.) Added new paragraph into new section 20. **20. mobile phones in schools** All schools in the New Guild Trust are mobile phone-free environments by default. Children do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. Children may have their own phone for safety whilst walking to and from school, they hand their phones in at the start of the school day and collect again at the end of the day. Parents and carers give written permission for this. Schools may have a bring your own device day (BOYD) for specific reasons, such as an online safety lesson. There is a document for staff on the protocol of using their mobile phones in school.	
		Part 3 in KCSIE safer recruitment . section 11. In NGT	2026 update
	p.27	Included new sentence about volunteers The New Guild Trust follows the same safer recruitment procedures and checks for volunteers as for staff.	

		• p.28 For newly appointed staff or volunteers who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213/ 311 of KCSIE 2026 have been carried out); or,	Paragraph 315: Regulated activity section rewritten for clarity and to include volunteers. Paragraph 325: Added new bullet on DBS checks for volunteers in regulated activity
	p.28	New statement about post 16 work experience Work experience placements at school DBS checks will be completed for students on work experience who are post 16. The schools will work with their training providers to complete the DBS. DBS checks cannot be requested for children under the age of 16.	Paragraphs 403-407: Work experience supervision section rewritten for clarity and in response to the Crime and Policing Act 2026 change to the definition of regulated activity. Paragraphs 408-410: Moved former Annex D (homestay) into main body.
	p.63	Part 4 – managing allegations section KCSIE updates – section 15. Of NGT policy Added reference to trainee teachers thoughout the section Added section specifically about trainee teachers (and additional detail about supply) Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or local authority children's social care. The school will usually take the lead on handling allegations to ensure that all appropriate action is taken. This is because agencies do not have direct access to children or other school or college staff and are therefore unable to gather the facts when an allegation is made or hold all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the school or college during the investigation. When using a supply agency, schools will inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. Where concerns or allegations relate to a trainee teacher placed within a school or college, the expectations set out above also apply. In addition, teacher training providers are expected to follow the same procedures as set out for supply agencies.	Reference to "Trainee teachers" added throughout. Paragraphs 452-456: Updated supply teachers, trainee teachers and all contracted staff section to make it clearer that schools and colleges share safeguarding responsibilities with third party organisations. Paragraphs 452-456: New content setting expectations for handling concerns about trainee teachers.
		Child on child abuse section re-written	Paragraph 527: Updated to clarify that

			all incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual. Paragraph 531: Additional paragraph added on HSB (previously part of para 525) Paragraph 532: Added link to NSPCC resource providing advice on stages of typical 193 sexual development and behaviour for different age groups. Paragraph 533: Added link to resource for advice on responding to children who display sexualized behaviour. Paragraph 540: Added further information on consent Paragraph 575-581: Updated header and expanded description of universal services and community-based early help. Paragraphs 582-592: Added new section on “Referrals to Family Help”.