



Astrea Academy Trust

LEARN THRIVE SUCCEED

Safeguarding and Child Protection Policy 2025/26

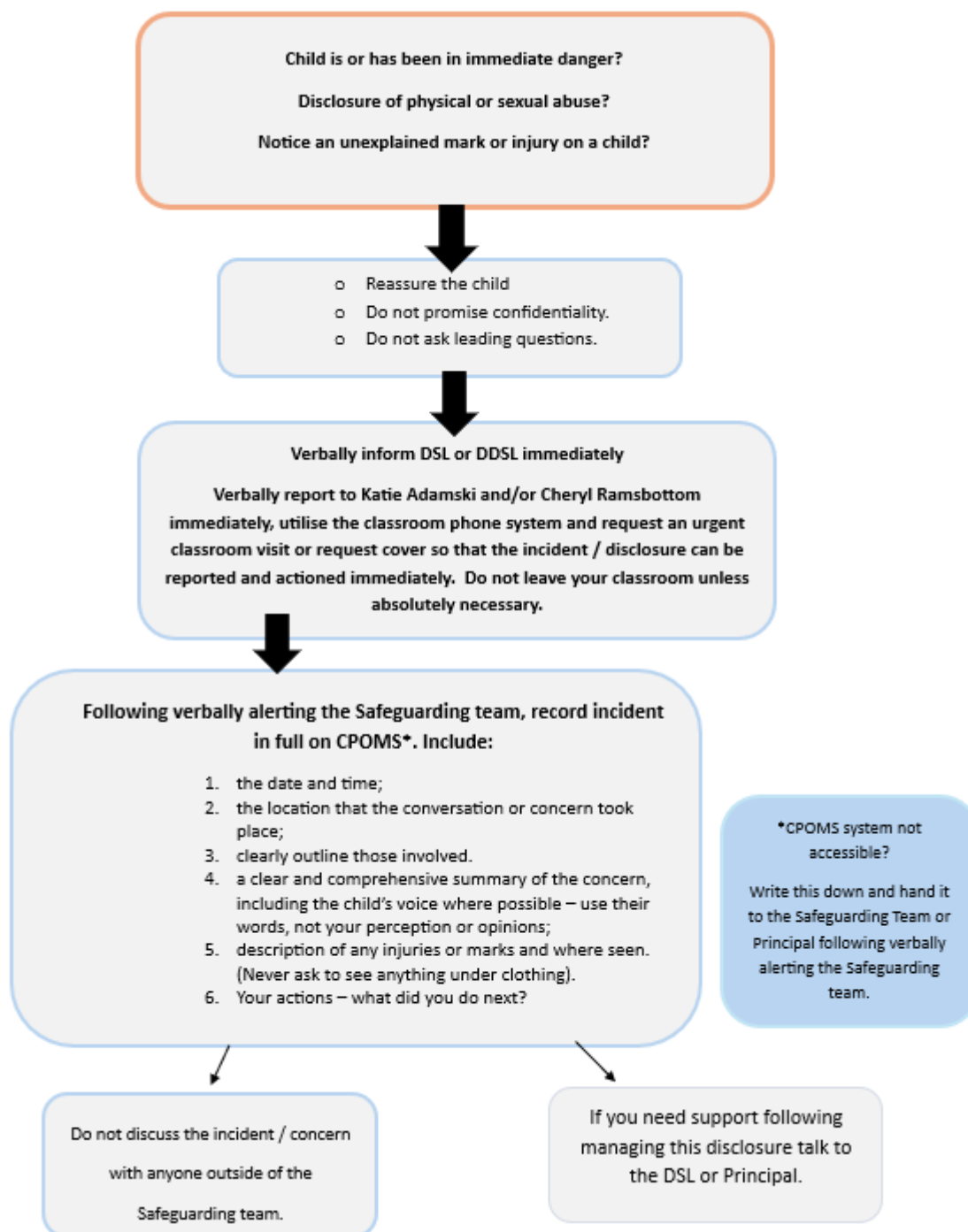
Date	September 2025
Written by	Head of Safeguarding
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Contents

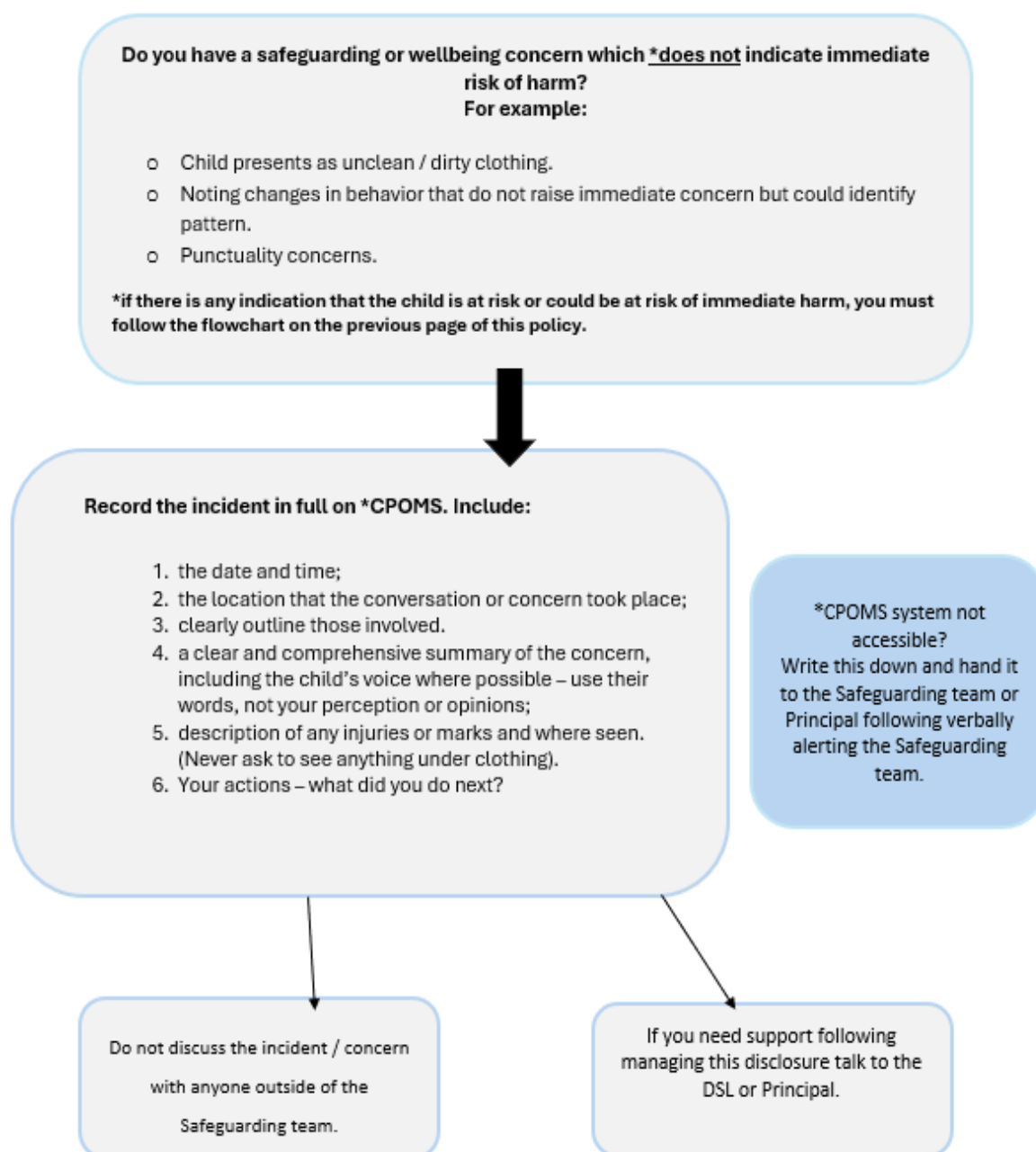
1a. Flow Chart:How to action safeguarding concerns or disclosures.....	3
1b. Flow Chart: How to action a safeguarding concern which does not indicate immediate risk of harm.	4
1c. Guidance for staff and volunteers on suspecting or hearing a disclosure of abuse / responding to a cause for concern.....	5
2 Contacts.....	7
3 Safeguarding Policy Principles.....	9
4 The Designated Safeguarding Lead (DSL).....	11
5 Duty of Employees, Trustees and Volunteers	12
6 Training.....	13
7 Contextual Safeguarding	14
8 Internal Procedures.....	15
9 Safe School Environment	25
10 Allegations against Staff or Volunteers	26
11 Whistleblowing	31
12 Confidentiality and Information Sharing.....	31
13 Record Keeping	32
14 Monitoring and Quality Assurance of Safeguarding	32
15 Online Safety	33
16 Filtering and Monitoring	34
17 Statutory and Regulatory Framework.....	35
18 Associated Policies	36
Appendix 1 – Responding to specific safeguarding cocncerns.	36
Appendix 2 - Missing Child Procedures.....	39

1a. How to action safeguarding concerns or disclosures.

Immediate risk of harm concerns / disclosures:



1b. How to action a safeguarding concern which does not indicate immediate risk of harm.



1c. Guidance for staff and volunteers on suspecting or hearing a disclosure of abuse / responding to a cause for concern.

1.1 All disclosures or suspicion of abuse from within or outside the school will be taken seriously and action will be taken in accordance with this policy.

1.2 All staff should be aware that children may not feel ready, or know how, to tell someone that they are being abused, exploited, or neglected. They may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation or language barriers. This should not prevent staff from being professionally curious and speaking to the Designated Safeguarding Lead if they have concerns about a child.

1.3 It is more likely that a child who feels safe and secure at school will share any information or worries. Building professional and trusted relationships with children and young people will help to enable this.

1.4 A member of staff, supply staff or volunteer suspecting or hearing a disclosure of abuse:

- Should listen carefully to the child or young person and keep an open mind;
- Should not take a decision as to whether or not the abuse has taken place;
- Must not ask leading questions, i.e., a question which suggests its own answer;
- Must reassure the child or young person but not give a guarantee of confidentiality;
- Should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken.
- If the concern regards the sending or receiving of images which could include illegal images of a child, these should never be viewed or forwarded. Instead, this should be reported to the Designated Safeguarding Lead who will take advice from the police.

1.5 If the concern or disclosure raises that a child or adult has been harmed or at risk of harm, staff must inform the Designated Safeguarding Lead (or deputy) verbally, as soon as possible and follow up with a CPOMS log.

1.6 Staff must keep a clear and factual written record of the conversation or concern within CPOMS.

The record should include:

- The date and time;
- The location that the conversation or concern took place;
- Clearly outline those involved.
- A clear and comprehensive summary of the concern, including the child's voice where possible – use their words, not your perception or opinions;
- Description of any injuries or marks and where seen (never ask to see anything under clothing).
- Your actions – what did you do next?
- If the DSL / Principal comes to the decision that no external referrals are to be made / no further action is necessary, they should clearly document their rationale for this.

1.7 If any other forms of evidence are gathered by any other means, for example, scribbled notes, mobile phones containing text messages (following internal confiscation procedures), clothing or via school computers, these must be safeguarded and preserved and passed directly to the Designated Safeguarding Lead without delay.

1.8 All suspicions or disclosures of abuse must be reported to the Designated Safeguarding Lead as soon as possible unless it is an allegation against a member of staff, in which case the procedures set out in Part 10 of this policy should be followed.

1.9 If there is a risk of serious harm to a child or young person, a referral should be made to Children's Social Care and where appropriate, the police, where required this will be determined by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (DSL).

1.10 Anybody can make a referral. If the child or young person's situation does not appear to be improving, the staff member with concerns should press for re-consideration and raise a professional challenge through the local procedures where appropriate.

1.11 All staff are particularly reminded:

- From October 2015, in accordance with section 5B of the *Female Genital Mutilation Act 2003*, teachers must personally report to the police, 'known' cases of FGM, cases where they discover that an act of FGM appears to have been carried out, or a child/young person discloses it has taken place. The teacher should also discuss any such case with the DSL (or DDSL) and involve the Children's Social Care as appropriate.
- From July 2015, under the *Prevent Duty*, concerns about children who may be at risk of being drawn into terrorism must be reported to the school's Designated Safeguarding Lead, who will make a referral as appropriate via the Channel Panel and/or to Children's Social Care, in line with the Local Authority protocol.

1.12 The Principal will ensure there is an effective procedure for report monitoring. This includes a frequent review of all incidents recorded, to confirm effective action has been taken and documented. The Carrfield safeguarding team monitor ALL reports on a seven day cycle ensuring that all actions needed are completed and that incidents are reported effectively and efficiently.

2 Contacts

2.1 School Contacts

The details of the **Principal:**

- Katie Adamski
- katie.adamski@astreacarrfield.org
- 01709 893121

The details of the Designated Safeguarding Lead (DSL):

- Katie Adamski
- katie.adamski@astreacarrfield.org
- 01709 893121

The details of the Deputy Designated Safeguarding Lead (DDSL):

- Cheryl Ramsbottom
- Cheryl.ramsbottom@astreacarrfield.org
- 01709 893121

- Andy Morton
- Andy.morton@astreacarrfield.org
- 01709 893121

- Ashleigh Knapman
- Ashleigh.reasbeck@astreacarrfield.org
- 01709 893121

The details of the **Designated Teacher for Looked After / Previously Looked After Children:**

- Ashleigh Knapman
- Ashleigh.reasbeck@astreacarrfield.org
- 01709 893121

The details of the **Child Mental Health Lead:**

- Cheryl Ramsbottom
- Cheryl.ramsbottom@astreacarrfield.org
- 01709 893121

Carrfield Primary Academy, Regional Director:

- Russell Gray
- Russell.gray@astreaacademytrust.org
- 0114 4783830

2.2 External Safeguarding Partners Contacts

The telephone numbers of the [Barnsley Metropolitan Borough Council] **Children's Social Care Services** departments are as follows:

Main Referral contact	01226 772423
Out of Hours/ Emergency Duty Team	01226 772423
Early Help team	earlyhelp@barnsley.gov.uk
LADO Sian Christian	LADO@Barnsley.gov.uk 01226 772341

Channel Police Practitioner – South Yorkshire Police Prevent Team

preventsouth@ctpne.police.uk

Anti terrorist hotline – 0800 7893231

Prevent Lead Co-ordinator – Andrew Barnaby	andrewbarnaby@barnsley.gov.uk 07809 103453
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Other Useful contacts:

NSPCC Childline	0800 1111
NSPCC	0808 800 5000 (help@nspcc.org.uk)
Ofsted's Whistleblower Hotline	0300 123 3155
NSPCC FGM Helpline details:	0800 028 3550
NSPCC Gangs Help Line details:	0808 800 5000
NSPCC Whistleblowing advice line	0800 028 0285
Forced Marriage Unit:	020 7008 0151
Childline	Childline is free to contact on 0800 1111. Childline counsellors are available to take calls 24 hours a day, 7 days a week from children and young people under 19.
Young Minds	Parents Helpline We offer emotional signposting and support through our Parents Helpline. Call us on 0808 800 1544.

3 Safeguarding Policy Principles

3.1 This policy has been authorised by the Trustees of Astrea Academy Trust, is published on the school website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures can apply whenever staff or volunteers are working with students, even where this is away from the school for example on an educational visit. It also applies where there is Early Years Foundation Stage (EYFS) provision and Post-16 provision.

3.2 *Keeping Children Safe in Education 2025* defines safeguarding and promoting the welfare of children as:

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

3.3 Every child should feel safe and protected from any form of abuse. The school and Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This can be achieved by upholding the key principles, below:

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interest of the child".

Keeping Children Safe in Education 2025

3.4 The school will take all reasonable measures to cultivate and maintain an open and positive culture of safeguarding that puts children's interests first. This includes:

- Remaining vigilant, maintaining an attitude of **'it could happen here'**;
- Adopting a child-centred approach, ensuring that there is a 'listening culture' to empower all children and young people to speak out about any concerns that they might have.

- Ensuring that the wishes and feelings of children are actively sought when addressing any concerns or liaising with other agencies.
- Adhering to safer recruitment guidance, by checking the suitability of employees, and volunteers (including Trustees, local committee members and contractors) to work with children and young people.
- Maintain an up-to-date Single Central Record in line *with Keeping Children Safe in Education 2025*.

3.5 Ensure that where staff from another organisation are working with children on-site or on an external site, we obtain written confirmation that appropriate child protection checks and procedures have been completed on those staff (including Alternative Provision and Tutoring services).

3.6 This includes an appropriate staff member visiting the alternative provision setting and completing the ***Astrea Alternative Provision Quality Assurance Checklist*** ahead of the child being enrolled and as well as ongoing visits and communication with the setting and the child. See Part 8.14 of this policy for further details.

3.7 Follow the local inter-agency procedures of the Barnsley Metropolitan Borough Council Safeguarding Partnership (three safeguarding partners: the local authority, the Integrated Care System (ICS, previously CCG) and the Chief Officer of Police);

3.8 Be alert to signs of abuse and neglect or exploitation, both in the school, and from outside (including within the community, at home and online) and to protect each child from any form of abuse, whether from an adult or another child (abuse);

3.9 Deal appropriately with every suspicion or disclosure of abuse and to support children who have been abused or are considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help (or equivalent plan);

3.10 Be aware of, and act preventatively against, risks outside of the home (ROSH) such as drug taking and/or alcohol misuse, being absent from education, consensual and non-consensual sharing of nude and semi-nude images and/or videos, and consider that these can place children at risk of significant harm;

3.11 Operate robust health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

3.12 Be alert to the medical and wellbeing needs of children with physical and mental health conditions;

3.13 Design and operate an allegations management procedure in line with Keeping Children Safe in Education 2025 which considers the safety and wellbeing of all parties including, so far as possible, ensuring that teachers and others who have not done wrong are not prejudiced by false allegations;

3.14 In line with the *Prevent Duty 2023* and *section 26 of the Counter-Terrorism and Security Act 2015*, have 'due regard to the need to prevent people from being drawn into terrorism'. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can relate an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools

should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. **To support vigilance in our duties under *Prevent*, the Principal will ensure the Prevent Risk Assessment is reviewed and updated annually.**

3.15 Take all practicable steps to ensure that school premises are as secure as circumstances **permit by risk assessing the potential threat to the school through violence, aggression and terrorism, and implementing clear mitigating actions.**

3.16 Identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

3.17 Identify children who may be vulnerable to criminal or sexual exploitation, and know what to do when they are identified;

3.18 teach children about contextual safeguarding including online safety and mental health, through the Personal Development, PHSE and RSE curriculum, together with guidance on adjusting behaviour to reduce risk. This includes the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help;

3.19 Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children at the school or the local area (contextual safeguarding);

3.20 Ensure all staff understand that they are responsible for reporting all safeguarding and child protection concerns that they become aware of as outlined in **Part 1** of this policy.

4 The Designated Safeguarding Lead (DSL)

4.1 The Principal has appointed a senior member of staff with the necessary status and authority to be responsible for matters relating to safeguarding, child protection, and child welfare. This person is the named Designated Safeguarding Lead (DSL).

4.2 The main responsibilities of the Designated Safeguarding Lead are set out in *Annex C, Keeping Children Safe in Education 2025*.

4.3 If the Designated Safeguarding Lead is unavailable the Deputy Designated Safeguarding Lead will carry out their duties.

4.4 In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable. **However, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this lead responsibility cannot be delegated.**

4.5 Either the DSL or DDSL must be available to staff and children during the school day, either directly or by telephone. If the DSL is 'off site', this must be communicated to all staff. If both the DSL and DDSL are not available, staff should share concerns with another member of the senior leadership team who should **contact the link Trust Safeguarding Officer (Astrea Central), should further advice/support be needed.**

4.6 The DSL and the DDSL(s) must have completed, or be on the pathway to completing, the Local Authority Designated Safeguarding Lead training (including local inter-agency working), to provide them with the knowledge and skills required to carry out the role. Local timescales must be adhered to.

4.7 At least one member of the school safeguarding team must attend the Astrea Safeguarding Networks which cover updates on key contextual safeguarding issues, statutory guidance, and locality support opportunities.

4.8 The DSL and DDSL(s) will follow the in-depth **Astrea Safeguarding Training Pathway** which will equip them with the knowledge and skills to respond to national and contextual safeguarding concerns, outlined in *Keeping Children Safe in Education 2025*.

5 Duty of Employees, Trustees and Volunteers

5.1 Every Employee, Trustee, and Local Committee Member of the school as well as every volunteer who assists the schools under a general legal duty:

- To protect children from abuse and neglect or exploitation;
- To be aware of the school's child protection procedures and follow them;
- To know how to access and implement the school's child protection policies, independently if necessary;
- To keep a sufficient record of any significant complaint, conversation, or event in accordance with this policy; and
- To report any matters of concern to the Designated Safeguarding Lead.
- (Staff connected to the School's Early Years and Later Years (children up to 8 years) provisions are under an ongoing duty to inform the school if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006.

5.2 In their role as governing body, the Board of Trustees has a strategic leadership responsibility for determining and monitoring safeguarding arrangements. The board of Trustees will receive a safeguarding report from the chair of the EAS committee, at each meeting.

Through ongoing monitoring, the Board of Trustees will:

- Scrutinise compliance with this policy, through oversight of the Safeguarding Quality Assurance reviews.
- Identifying safeguarding risk and non-compliance with a view to seeking assurances of remedial action.
- Ensure that there are clear lines of accountability.
- Verify that all staff and volunteers have undertaken regular safeguarding training
- Verify that Safer Recruitment principles are adhered to in accordance with *Part 3, Keeping Children Safe in Education 2025*.

6 Training

6.1 Safeguarding Induction

6.1.1 The DSL must meet with any new member of staff, including temporary staff and volunteers, to provide a safeguarding induction that includes:

- This policy;
- The staff (Code of Conduct / Staff Behaviour Policy / Handbook) including the Whistleblowing Policy, staff social media and the Behaviour policy;
- Role of the Designated Safeguarding Lead and their identity and contact details together with that of their Deputy;
- Safeguarding procedures in response to children who go missing (as outlined in Appendix 2 of this policy);
- A copy of *Part 1* and *Annex B of Keeping Children Safe in Education 2025*
- Training on how to use the CPOMS record keeping system.

6.1.2 The Trust Safeguarding Officer will meet with any new central team member who is likely to work in regulated activity with children, to provide a safeguarding induction that includes:

- This Policy;
- The staff Code of Conduct / Handbook
- Whistleblowing Policy
- Role of the Designated Safeguarding Lead within all academies;
- A copy of *Part 1* and *Annex B of Keeping Children Safe in Education 2025*

6.2 Child Protection and Safeguarding Training

6.2.1 Training must incorporate opportunities for staff to understand how to recognise and respond to the wide range of issues outlined in *Keeping Children Safe in Education 2025*.

6.2.2 All staff members will undertake appropriate child protection and safeguarding training which will:

- Include an annual September update and addition topical updates throughout the academic year;
- Be responsive to specific contextual safeguarding concerns;
- Consider guidance from (Name of Local Authority) Safeguarding Partners.

6.2.3 In addition to engaging with annual safeguarding training, all staff will receive regular and timely updates through DSL briefings, email bulletins or staff meetings to keep their skills and knowledge up to date. This will include the importance of teaching children about keeping themselves safe. The Principal should make an informed decision on whether to mandate each module or briefing for individual volunteers.

- **6.2.4** Unless equivalent training has been completed within the academic year, all staff will complete the Annual Certificate in Safeguarding through the National College (role specific as outlined in the Astrea Safeguarding Training Pathway).

6.2.5 DSLs will undertake Advanced DSL training annually which will be provided by Astrea Academy Trust.

6.2.6 DSL must follow their Local Authority Safeguarding Partnership Training Pathway.

6.2.7 Any Senior Leader, nominated Safer Recruitment panel member, or person with responsibility for the running of the Single Central Record should complete Safer Recruitment training every 3 years.

6.2.8 All staff working in regulated activity with children should complete the Government Prevent Awareness Training (refresher) every 2 years. In addition, the DSL/DDSL should complete the extended modules on making Prevent referrals.

6.2.9 The DSL will keep a training record to evidence which staff have completed the mandated safeguarding training and when this was completed.

6.2.10 Annually, the DSL will keep a record to confirm all staff who have read and understood the following:

- A copy of this policy;
- Part 1, Annex A and B of Keeping Children Safe in Education 2025
- The Astrea Staff Code of Conduct
- Behaviour Policy

6.2.11 All members of the Astrea Central Team, the Local Governance Committee (LGC) / Trust Management Board (TMB) members and Trustees will undertake appropriate training annually to enable them to fulfil their safeguarding responsibilities.

7 Contextual Safeguarding

7.1 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. 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 / home. Extra-familial harms or 'Risks outside of the Home' (ROSH) are also known as contextual safeguarding. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

7.2 The contextual safeguarding risks for Carrfield Primary Academy include:

- Neglect
- Poverty
- Substance and Alcohol misuse
- Domestic violence / abuse.

7.3 In response to the above contextual safeguarding issues, students will be supported through the persona development / PHSE curriculum, in an age-appropriate manner to:

- Identify risks;
- Be confident in what to do if they (or a friend) are worried or unsafe;
- Understand practical ways to keep themselves safe (including online)

8 Internal Procedures

8.1 Informing Parents and Carers

8.1.1 Parents and carers will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the Designated Officer (LADO), Local Authority Children's Social Care Services and/or the police before discussing details with parents and carers.

8.1.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the child (and/or their parent / carer) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case. The DSL and Principal will consider the health and safety of the individual, safety of others, law enforcement and protection of the public.

8.1.3 See also **Part 10** of this policy for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the principal of the school, based on guidance from *Part 4, Keeping Children Safe in Education 2025*.

8.2 Action by the Designated Safeguarding Lead

8.2.1 On being notified of a concern, disclosure, or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- The local inter-agency procedures of the Local Safeguarding Partnership;
- Responsibilities outlined in *Keeping Children Safe in Education 2025*;
- Where relevant, local information sharing protocols relating to Channel referrals;
- The nature and seriousness of the concern or disclosure. Information regarding a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist activity, will always be referred to local authority Children's Social Care Services and the police;
- The child's wishes and feelings; and
- Duties of confidentiality, so far as applicable.

8.2.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Children's Social Care on a 'hypothetical' basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the Local Authority Children's Social Care services will be made without delay (and in any event within 24 hours).

8.2.3 The DSL will follow the Local Authority pathway for making a referral to Children's Social Care. As set out below:

- A call can be made to the Integrated Front Door team and a verbal report of the incident or disclosure made to a member of the team. They record it on their system and take immediate action where necessary. School follow up that report with a written referral on the Barnsley online form.
- A written report can also be sent securely through EGRES via email without the Integrated Front Door Team.

8.2.4 Paragraph 153 of *Working Together to Safeguard Children 2023* states that: “Within one working day of a referral being received, a local authority social worker should acknowledge receipt to the referrer and make a decision about next steps and the type of response required.” If no response or acknowledgment is received within this timeframe, the Designated Safeguarding Lead will contact the Local Authority Children’s Social Care services again.

8.2.5 Unless there are reasonable grounds for suspecting that in doing so, the child will be at risk of significant harm, the Designated Safeguarding Lead / Principal will make the parent aware of the concern, gather their voice and attempt to gain consent for a social care referral to be made. If the parent is not consenting and the Designated Safeguarding Lead / Principal deems that not making the referral will place the child at risk of harm, a referral will be made, outlining the rationale for submitting without consent.

8.2.6 Whether or not the school’s safeguarding team decides to refer a particular concern to the local authority Children’s Social Care Services or the police, the parents and child will be informed of their right to make their own complaint or referral to the Local Authority Children’s Social Care or the police.

8.2.7 Where relevant, the school will co-operate with the Channel Panel, the police, and/or Children’s Social Care in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism.

8.2.8 During the school term, a member of the school’s safeguarding team will respond to requests for information from the police promptly and in any event within 48 hours.

8.2.9 The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions within the child’s CPOMS chronology. This should include the rationale for instances where referrals were or were not made to another agency such as LA children’s Social Care or Prevent.

8.3 Safeguarding Children and Young People with SEND

8.3.1 Children and young people with Special Educational Needs and/or Disabilities (SEND) can face additional safeguarding challenges because:

- There may be 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/child-on-child abuse (including prejudice-based bullying) than other-children;
- There is potential that children with SEND, or certain medical conditions can be disproportionately impacted by behaviours such as bullying/child-on-child abuse

without outwardly showing any signs and children may hide or mask the difficulties they experience; and

- They may experience communication barriers and difficulties in managing or reporting these challenges.

8.3.2 At Carrfield we identify children who might need more support to be kept safe or to keep themselves safe by:

- Ensuring the DSL and SENCo work closely; sharing information regarding concerns relating to children with SEND;
- Providing targeted pastoral support to children with SEND;
- Regularly considering the voices and views of children, adaptations are made, and resources used to gather the 'voice' which may be non-verbal;
- Considering all unexplained injuries, and injuries for which there have been, where conflicting explanations and reporting these to the DSL.
- Working alongside parents and carers to listen to their experience in the best ways to support their children.

8.4 Looked After Children and Post Looked After Children

8.4.1 The Principal must appoint a senior member of staff to be the Designated Teacher (DT), who will be responsible for all points covered in the *role of the designated teacher for looked-after and previously looked-after children* section, within statutory guidance: *The designated teacher for looked after and previously looked after children*

8.4.2 The DT must have appropriate training and the relevant qualifications and experience.

8.4.3 The most common reason for children becoming looked after is abuse and/or neglect. The Principal, DSL and DT should ensure that all staff have the skills, knowledge and understanding to keep looked after children safe.

8.4.4 The DSL must ensure that appropriate staff have access to the information they need in relation to a child's looked after legal status, including the child's contact arrangements with birth parents or those with parental responsibility.

8.4.5 A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe

8.5 Safeguarding children who are gender questioning or transgender

8.5.1 207. 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) ¹

¹ Para 207 KCSiE

This consideration should include how to address wider vulnerabilities such as bullying.

8.6 Suspensions and safeguarding

8.6.1 Children who receive regular suspensions or who are at risk of permanent exclusion could be at further risk of significant harm through the potential exposure to exploitation, abuse or ROOSH when absent from school. To safeguard these children, the Principal will consult with the DSL before each suspension of a vulnerable child and document the decision making process. This should take into account the impact of the suspension and any mitigation to risk.

8.6.2 The information should be documented through the school's suspension recording process and signed off by the Principal.

8.6.3 Any mitigating actions, including communication with external safeguarding partners, will be captured on the child's individual CPOMS chronology.

8.7 Early Help

8.7.1 In accordance with *Keeping Children Safe in Education 2025* and Chapter 1 of *Working Together to Safeguarding Children 2023*, all staff should be prepared to identify children and young people who may benefit from an Early Help Assessment. This means providing support as soon as a problem emerges at any point in a child's life.

8.7.2 Through annual training, school staff will be made aware that a child who has certain vulnerabilities may be further supported through Early Help intervention. Para 124 of *Working Together to Safeguarding Children* outlines these vulnerabilities.

8.7.3 All staff must be aware of the Early Help Assessment process which includes:

- Identifying an emerging problem;
- Liaising with the Designated Safeguarding Lead to share information;
- In some cases, acting as the lead professional in undertaking early help assessments.

8.7.4 If an Early Help Assessment and or other support is appropriate, the case should be kept under constant review by the identified lead professional under the supervision of the Designated Safeguarding Lead, and consideration given to a referral to Children's Social Care if the child or young person's situation does not appear to be improving. Details of the Early Help Hub / Team can be found in the contact section of this policy.

8.7.5 Early Help intervention should be considered for any child who has experienced multiple suspensions or who is at risk of being permanently excluded from school. This should be explored as part of the re-integration process.

8.8 Mental Health

Please note this section and the documents sighted are in consultation for implementation October 2025.

8.8.1 All staff should be aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

8.8.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

8.8.3 Where children have suffered abuse and neglect, or other potentially traumatic

adverse childhood experiences, 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 their mental health, behaviour, and education.

8.8.4 Any concerns about the mental health of a child should be raised with the DSL and SENCo without delay, to ensure children and young people can access the right support at the right time.

8.8.5 All employees working directly with children will receive mental health awareness training annually.

8.8.6 The school has a student Mental Health Champion, who is trained in First Aid for Mental Health. Carrfield Primary Academy Mental Health Champion is Ashleigh Knapman / Katie Adamski / Cheryl Ramsbottom and Emma Fisher.

8.8.7 Carrfield Primary Academy has set out a Statement of Intent regarding awareness of and support for student mental health which is available on the school website.

8.8.8 Carrfield Primary Academy has implemented the a 'Graduated Response to Student Mental Health', which outlines the universal, targeted and complex/intensive provision. This document is available on the academy website.

8.9 Responding to Child on Child Abuse

8.9.1 When setting principles, training staff and responding to any concern relating to child on child abuse, the school will follow statutory guidance set out in Part 1 and Part 5 of Keeping Children Safe in Education.

8.9.2 All staff working with children are advised to maintain an attitude of '**it could happen here**' and this is especially important when considering sexual harassment and sexual violence.

8.9.3 All staff should be aware that safeguarding issues can manifest themselves through child on child abuse. All staff should be trained in identifying and acting against the different types of child on child abuse. These are outlined, along with a guide on handling incidents within [Farrar and Co Addressing child-on-child abuse: a resource for schools and colleges](#)

8.9.4 Designated Safeguarding Leads and behaviour leads will receive additional training and guidance on how to reflect on and implement robust internal procedures for identifying and managing child on child abuse.

8.9.5 All allegations or concerns of child on child abuse should be reported **immediately** to the DSL. The DSL will consider the need for external agency involvement which may include police and or social care, depending on the allegation.

8.9.6 Students can raise a concerns regarding child on child abuse directly with the Designated Safeguarding Lead or deputies via personal one to one conversation, a written note or through communicating with another trust adult in school.

8.9.7 Abuse will not be tolerated at the school. All staff understand the importance of challenging inappropriate behaviour between peers that are inappropriate and/or abusive in nature. Downplaying certain behaviours for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys will be boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and a culture that normalises abuse. This will not be tolerated in the school and may lead to disciplinary action being taken.

8.9.8 If the allegation is in relation to sexual violence or sexual harassment, guidance set out in *Part 5 of Keeping Children Safe in Education 2025* will be followed.

8.9.9 Reports of sexual violence and sexual harassment are likely to be complex, requiring complex decisions to be made. **Any decisions should be made on a case-by-case basis, with the Designated Safeguarding Lead and Principal taking joint leading role, using their professional judgement, and being supported by other agencies, such as Children’s Social Care and the police, as required.** The school will take advice from Children’s Social Care and police as appropriate, as part of the investigation of such disclosures, and will take all appropriate action to ensure the safety and welfare of **all** children involved, including the child or children accused of abuse.

8.9.10 Rape, assault by penetration and sexual assaults are crimes and must be reported to the police either directly or via the local safeguarding partnership pathway. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains for all circumstances.

8.9.11 When considering individual circumstances, professionals may prefer to use the terms, ‘child who has been harmed’ and ‘child who may have caused harm.’

8.9.12 The Designated Safeguarding Lead will follow the guidance on immediate response and actions which must be taken in respect of child on child abuse which is outlined from Para 471; Part 5 of *Keeping Children Safe in Education 2025*.

8.9.13 The Designated Safeguarding Lead will work with other key leaders to **consider the need to implement a risk assessment. Following these guidelines:**

- When there has been a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment.
- Where there has been a report of bullying or sexual, physical or verbal harassment, the need for a risk assessment should be considered on a case-by-case basis.
- Any child on child risk assessment must be recorded and uploaded to CPOMS and should be kept under review. **The risk and needs assessment** should consider:
- The child who has been harmed, especially their protection and support;

- whether there may have been other children who may have been harmed’,
- The child who may have caused harm (s); and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the child who may have caused harm, or from future harms.
- Consider intra-familial harms and any necessary support for siblings following incidents.

8.9.14 Parents and carers should be informed at an early stage and involved in the process in order to support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.

8.9.15 Where there are suspected images or videos of sexual abuse, staff are not to view or forward illegal images of a child. It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

8.9.16 Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will consider the need for anonymity and witness support see: [Safeguarding Children as Victims and Witnesses | The Crown Prosecution Service \(cps.gov.uk\)](https://www.cps.gov.uk/safeguarding-children-as-victims-and-witnesses).

8.9.17 The Principal and DSL will ensure they do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

8.9.18 The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities as part of the risk assessment process and will liaise with agencies accordingly should additional risks arise.

8.10 Missing Children Procedures

8.10.1 Knowing where children are during school hours is an important aspect of safeguarding. Please refer to **Appendix 2** of this policy for safeguarding responses to missing children. This procedure is to be used for searching for, and if necessary, reporting, any child missing from the school. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the child for being missing.

8.11 Child Missing from Education Procedures

8.11.1 A child going missing from education is a potential indicator of abuse or neglect, school staff will follow guidance from Annex B, *Keeping Children Safe in Education 2025* and ‘*Children Missing Education*’ 2025 to promote their safety and wellbeing. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future.

8.11.2 It is vital that staff recognise absence as a potential safeguarding concern and that key attendance and safeguarding leads work together to promptly identify and action any unexplained absence.

8.11.3 The School will inform the local authority of any student who fails to attend the school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority and set out in the school's attendance policy.

8.12 Elective Home Education

8.12.1 Where a parent has expressed their intention to home educate their child, the school will follow the steps outlined in *Keeping Children Safe in Education 2025* and *DfE Elective Home Education guidance*.

8.12.2 *Keeping Children Safe in Education 2025* Para 181. states 'we recommend 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.'

8.12.3 Parents will be invited to attend a meeting arranged by the Principal. Where meetings are declined, the school will attempt to engage parents/carers through other means of communication to discuss the intention to electively home educate. Any details regarding meetings and/or communication and documentation relating to the request for EHE will be recorded on CPOMS.

8.12.4 Parents are encouraged to notify the school (the DfE guidance to parents also encourages this) when they wish to remove their child from the school roll. However, the school should not wait for parents to give written notification that they are withdrawing their child from school before advising their local authority through local process, set out by INSERT NAME OF LA HERE.

8.13 Absence as a Safeguarding Concern

8.13.1 The school recognises that 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 school monitors attendance carefully and address poor or irregular attendance without delay. Several strategies are in place to monitor attendance and identify reasons for patterns of absence. These include:

- Daily registers and reviewing of absent children;
- Internal cross-function working including monitoring and tracking interventions;
- Liaising with parents through phone calls and home visits;
- Liaising with other professionals;
- Direct work with children.

8.13.2 Current allocated social workers / family support workers or other safeguarding partners, will be consulted on concerns relating to attendance for the children they are supporting, including responding to unauthorised absence or when the child is missing education.

8.13.3 The school will always follow up with parents / carers when students are not at school. This means we need to have at least two up-to-date contact numbers for parents / carers / emergency contacts. Parents should remember to update the school as soon as possible if the numbers change. Visits to the home are considered and actioned in line with the School's attendance policy. This is both to confirm the safety and wellbeing of the child and to talk with parents / carers about supporting a successful reintegration into school.

8.14 Children Removed from School Roll

8.14.1 Where a child is going to be deleted from the student roll, the school will inform the local authority in which the child resides, in the applicable circumstances.

8.14.2 Where a parent notifies a school that the child is registered at another school or will be attending a different school in future, academies must record in the admission register and on CPOMS:

- The name of the new school; and
- The date on which the child first attended or is due to start attending the new school.

8.15 Alternative Provision

8.15.1 Where a school places a child with an alternative provision provider, the continues to be responsible for the safeguarding of that child.

8.15.2 The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.²

8.15.2 Particular care will be taken to ensure safeguarding considerations and actions outlined within this policy and those statutory guidelines set out in Keeping Children Safe in Education 25 are applied to any child attending an alternative provision for any time.

8.15.3 When commissioning an alternative provision placement, it is essential for the school to confirm robust safeguarding arrangements within the setting. These must be discussed and documented as part of the initial visit, using the Astrea Compliance and Safety Checklist for every individual placement. The checklist considers how safeguarding information and concerns are shared and managed between the AP setting and the school.

8.15.4 School staff must liaise with the setting regularly, as well as visiting the child on site at appropriate intervals throughout their placement; to gather their voice and gain assurances the child is safe and happy.

8.15.5 All Quality Assurance Checks, communication and visits must be documented within the child's individual CPOMS chronology.

8.16 Use of Technology, Including Mobile Phones, Smart Devices and Online Video Calls

² Para 169 KCSiE 2025

8.16.1 Users bringing personal devices into school must ensure there is no illegal content on the device.

8.16.2 Personal devices including smart watches with a camera should not be used within the EYFS settings.

8.16.3 Staff must not use personal devices to take or store photographs of students.

8.16.4 There may be occasions where a dynamic risk assessment confirms that a member of staff should use their personal device to make a situation safer, for example when on an educational visit; these events should be documented.

8.16.5 It is the responsibility of all staff members to be vigilant and report any concerns regarding the inappropriate use of devices to the Principal.

8.16.6 The overuse of technology can impact negatively on children's emotional, physical, social development and wellbeing. Where there is a concern that the use of online devices are a potentially harmful impact on the child, The Principal and DSL will offer support to, and where necessary challenge, parents/carers, in the best interest of the child. The NSPCC have created online wellbeing resources which can be accessed here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-wellbeing/>.

8.16.7 To support a healthy and balanced approach to the use of technology, students should not use personal devices during school hours. If devices are brought into school, they should be kept securely and not be used, seen or heard, in line with the school's behaviour policy. The school may adopt a 'phone free' approach.

Children in year 5 and 6 may bring a phone to school, as they are allowed to walk to and from school without adult supervision, however the phone must be turned off and handed in to the teacher every morning and handed back at the end of the school day. The phones are left at the child's own risk, but will be kept in a locked drawer throughout the school day.

No mobile devices are needed in any planned lessons.

No mobile devices are permissible on any school trip /residential.

8.16.8 (Arrangements for special settings and sixth forms will be managed at local level and included as an addendum).

8.16.9 Online video calls can allow more accessible communication with parents/carers or children. This communication can support reasonable enquiries and confirmation of the safety and wellbeing of a child. However, online video calls are not a replacement for interacting with a child face to face. Face to face interactions facilitate a more thorough consideration of a child's general wellbeing.

8.16.10 Where staff are required to communicate with parents/carers or children through online calls, it is important that professional practice is maintained. This includes:

- Making calls within school hours as much as possible (or hours agreed with the parent / carer).

- Considering safer working practice guidance; no calls between one member of staff and an individual child should take place in isolation.
- Communicating through the channels approved by the senior leadership team.
- Using school devices and email accounts.
- Ensuring parents / carers are aware of and present for the video calls.
- Using parent / carer phone numbers, not the child's direct phone number, where possible.
- Using a neutral or plain online background.
- Recording the rationale and details of the call.

9 Safe School Environment

9.1 The school will take all practicable steps to ensure that school premises are as secure as circumstances permit.

9.2 All guests / visitors, including children, are signed in at the main office using the electronic system, which generates a photographic ID. All visitors wear a guest or governor lanyard to identify themselves.

9.3 Astrea Academy Trust has a dedicated Health and Safety Handbook which should be consulted and followed by all school sites.

9.4 To support vigilance and a clear response to any identified local risk, the Principal will ensure the Prevent Risk Assessment and Violence, Aggression and Terrorism Risk Assessment are reviewed and updated annually.

9.5 When the premises / facilities are hired or rented by an organisation or individual (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), the Designated Safeguarding Lead will work alongside the [School Business Manager / Site team / Principal] to ensure appropriate arrangements are in place to keep children safe.

9.6 External providers' / organisations' own Child Protection policies and procedures should be provided to the school and in liaison with the Designated Safeguarding Lead, agree how and when to report any concerns to the school .

9.7 Safeguarding requirements will be documented within any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of premises; and that failure to comply with this would lead to termination of the agreement.

9.8 The Principal must ensure there are agreed, and documented, fire and lockdown procedures in place and that these are communicated and practiced at appropriate intervals, to ensure all members of staff and students are confident of their responsibilities and expected behaviours linked with these procedures.

9.9.Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments which are conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe. The school will follow the DfE guidance as set out in *Searching, Screening and Confiscation Advice* for schools.

9.10 All incidents of searching a child will be captured on the child's individual CPOMS chronology, quality assured, and signed off by the Principal.

10 Allegations against Staff or Volunteers

10.1.1 The school has procedures for dealing with allegations relating to staff (including supply), Trustees, and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff (including supply), Trustees and volunteers from false or unfounded allegations. These procedures are set out follow the DfE guidance found in Part 4 of *Keeping Children Safe in Education 2025*.

10.1.2 The 's procedures for dealing with allegations made against staff will be used where the member of staff (including supply staff), the Principal, a Trustee or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child or young person; or
- Possibly committed a criminal offence against or related to a child or young person; or
- Behaved towards a child / young person or children / young people in a way that indicates they would pose a risk of harm if they work regularly or closely with children or young people.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.³

10.1.3 Any allegations not meeting these criteria (known as the 'Harms Threshold') will be dealt as a 'low level' concern in accordance with Section 2 in Part 4 of *Keeping Children Safe in Education 2025* and the Local Safeguarding Partnership procedures. Advice from the Designated Officer will be sought in borderline cases.

10.1.4 All allegations must be dealt with as a priority, so as to avoid any delay.

10.1.5 Two key aspects which must be considered when an allegation has been made:

- **Looking after the welfare of the child** – The DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Local Authority Children's Social Care as described within this policy.
- **Investigating and supporting the person subject to the allegation** – the Principal or delegated person should discuss with the LADO, the nature, content and context of the allegation and agree a course of action.

³ Para 359 KCSiE 25

10.1.6 Allegations against a teacher who is no longer teaching, and historical allegations will be referred to the LADO, and where necessary, the police.

10.1.7 Where an allegation or complaint is made against any member of staff or volunteer who is not the Principal, the matter should be reported immediately to the Principal. The Principal should lead on this process and make their Regional Director aware. Where the allegation regards the Principal, the Executive Principal / Regional Director and Head of Safeguarding should be made aware and will lead on the process.

10.1.8 Where a member of staff is made aware of an allegation, relating to an external individual or organisation, the Principal and DSL should follow safeguarding procedures, including informing the LADO.

10.1.9 The Head of Safeguarding should be made aware of all referrals to the LADO on the same day as the referral.

10.1.10 Before contacting the Designated Officer (LADO), the Principal, DSL, or an assigned 'allegation management lead' will conduct an initial fact-find to help to determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The 'basic enquiries' should consider:

- If the individual was in the school / at the alleged location at the time states within the allegation.
- If the individual did, or could have, come into contact with the child as alleged.
- If there were any witnesses.
- If there was CCTV in the area which could support enquiries.

10.1.11 The allegation and details of the basic enquiries?) will be discussed with the Designated Officer (LADO), within 24 hours of the allegation being raised. Following consultation, it will be decided if the case will be managed as either: an allegation that meets the harms threshold or an allegation / concern that does not meet harms threshold and will be investigated as a 'low level' concern.

10.1.12 Where an allegation is made against any member of the Astrea central team, Trustee or local committee member, the matter should be reported immediately to the Trust's Head of Safeguarding and the Director of Corporate Services.

10.1.13 Where suspension may need to be considered, the Principal will work with HR partners to undertake a suspension risk assessment.

10.1.14 Where it has been alleged or identified that a child has been harmed, that there may be an immediate risk of harm to a child, or if the situation is an emergency, Children's Social Care and Police should be contacted as appropriate and the DSL must be notified.

10.1.15 When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority Children's Social Care and the police.

10.1.16 The parents or carers of the child or young person / children or young people involved will be informed of the allegation as soon as possible if they do not already know of it. Key parties will be kept informed of the progress and outcome of the case, however, information provided to those parties will be dependent upon and subject to the laws and guidance on confidentiality, data protection and the advice of external agencies.

10.1.17 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

10.1.18 Where the 'allegations management lead' is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to Children's Social Care.

10.1.19 Where it is clear that an investigation by the police or Children's Social Care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should advise of the next steps with the Principal or nominated person.

10.1.20 Where the initial discussion leads to no further action, the Principal and the LADO should:

- Record the decision and justification for it; and
- Agree on what information should be put in writing to the individual concerned and by whom.

10.1.21 A school has a duty of care towards its staff and, as such, it must ensure that effective support is provided for anyone facing an allegation. The school will act in accordance with Part 4 of 'Keeping Children Safe in Education' 2025 and the school's employment procedures. This includes:

- Assigning a welfare contact.
- Providing access to the following Employee Assistance Programs:
 1. AXA 24/7 Health Support available for all employees. [24/7 Health Support Line for your Employees | AXA Health](#)
 2. Health Assured EAP and wellbeing portal. WISDOM app [Health assured - Contact us](#)

10.1.22 Whilst schools are not the employers of supply teachers / staff, they should ensure all allegations are dealt with properly. The school will work alongside supply agencies and the LADO to ensure all allegations and concerns in respect of supply teachers / staff are fully investigated.

10.1.23 In the case of any Early Years and Foundation Stage provisions; As part of any local authority allegations management process, the Principal will take advice from the LADO, on whether there is a duty to notify Ofsted of the allegations of serious harm or abuse in question.

10.1.24 The Principal will confidentially record all information regarding the action taken in response to staff allegations in the internal Staff Allegations Tracker concerns, the context in which they arose, and action taken.

10.1.25 See Astrea Disciplinary Policy for further information regarding the investigation process, next steps, and potential disciplinary actions.

10.1.26 Detailed guidance is given to staff, Trustees, and volunteers to ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to a child. This guidance is outlined in the Astrea Academy Trust Code of Conduct.

10.2 Management of Low Level Concerns

10.2.1 As part of the whole school approach to safeguarding, the School will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply, volunteers, and contractors) are dealt with promptly and appropriately.

10.2.2 The term low level concern does not mean that it is insignificant, it means the behaviour towards a child does not meet the harms threshold however the concern may indicate that the adult / staff member (including supply, volunteer, or contractors) may have acted in a way that:

- Inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Is not considered serious enough to consider a referral to the LADO.⁴

10.2.3 All concerns regarding members of staff or adults who work with children, should be reported to the Principal, who will then make an informed decision on which action should be taken. The Principal may delegate to a nominated member of SLT where appropriate, to investigate low level concerns. Where a concern is raised about the Principal, this should be raised with the Regional Director and the Head of Safeguarding.

10.2.4 The Principal will confidentially record all low-level concerns, the context in which they arose, and action taken. The Regional Director will confidentially record all low-level concerns regarding a Principal, in the context in which they arose, and action taken.

10.2.5 The Principal should collect as much information as possible by:

- Speaking directly with the person who raised the concern;
- Speaking to the individual involved and any witnesses;
- Reviewing any documentation or additional information as necessary.

10.2.6 Low level concern records should be reviewed regularly so that potential patterns of concerning or inappropriate behaviour can be identified. This may then need raising with LADO, should further concerns arise.

10.2.7 For further guidance regarding Low Level concerns, please speak with your Astrea HR and safeguarding central team links.

10.3 Ceasing to use staff

⁴ Para 430 KCSiE 25

10.3.1 If the Principal makes the decision that the school will cease to use the services of a member of staff or volunteer because they are unsuitable to work with children or young people, a settlement / compromise agreement will not be used and there will be a prompt and detailed report to the Designated officer (LADO), Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) as appropriate.

10.3.2 If a member of staff (or volunteer) tenders his or her resignation, or ceases to provide his or her services, any allegations will still be followed up by the school in accordance with this policy and a prompt and detailed report will be made to the Designated officer (LADO) and where necessary to the Disclosure and Barring Service and TRA.

10.3.3 Where a teacher has been dismissed, or would have been dismissed had they not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) is required.

10.4 Malicious Allegations

10.4.1 Where an allegation by a child is shown to have been deliberately invented or malicious, the Principal will consider whether to take consequential action in accordance with the school's behaviour policy.

10.4.2 Staff must be reassured that a disclosure made in good faith will never lead to a detrimental position for their employment. A knowingly false or malicious disclosure however, could lead to disciplinary action.

10.5 Allegations Record Keeping

10.5.1 Details of allegations found to be malicious or false will be removed from personnel records.

10.5.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

10.5.3 An allegation proven to be unsubstantiated, unfounded or malicious will not be referred to in employer references. In accordance with Part 4 '*Keeping Children Safe in Education 2025*', history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious will also not be included in any reference.

10.5.4 The Principal must record all details of the allegations/ concerns, including management and outcomes of any Harm threshold meeting or Low-Level concern securely within the school staff allegations tracker.

10.5.5 The school will retain all safeguarding records and relevant personnel records for so long as reasonably required⁴. The school will ensure that all records are created, retained, shared and destroyed in accordance with the Data Protection Act 2018. Further details can be found in Astrea Data Protection policy and procedure.

⁴ [The Report of the Independent Inquiry into Child Sexual Abuse](#)

71. Where an organisation has identified that it holds records that are known to relate to allegations or cases of child sexual abuse, that material should be retained for 75 years with review periods as appropriate.

11 Whistleblowing

11.1 The Astrea Whistleblowing Policy is designed to reassure colleagues that it is safe and acceptable to speak up and raise any workplace concerns they may have and, that they are showing loyalty and commitment to the Trust by raising concerns.

11.2 At one time or another, colleagues may experience concerns about what is happening at work. Usually these concerns are easily resolved. However, when the concern feels serious because it involves possible health and safety, welfare, malpractice or wrongdoing that might affect others or the organisation, it can be difficult to know what to do.

11.3 Colleagues who make a disclosure ('blow the whistle') will be fully supported and protected by the Trust. If a colleague raises a genuine concern under this policy, they will not be at risk of losing their job or suffering from any form of retribution as a result. Provided they are acting honestly and in good faith, it does not matter if it is found that they are mistaken. If, however, an allegation is shown to be deliberately invented or malicious, the Trust will consider whether any disciplinary action is appropriate against the person making the allegation.

11.4 Detailed processes and procedures, including contact details can be found in the [Astrea Whistleblowing Policy](#)

12 Confidentiality and Information Sharing

12.1 Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. The school has clear powers to share, hold and use information for these purposes.

12.2 The guidance and principles set out the DfE's [Seven golden rules for sharing information including personal information](#) guidance will be followed.

12.3 The school will keep all child protection and safeguarding records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

12.4 The school will co-operate with the Local Safeguarding Partnership, Police and local authority Children's Social Care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of:

- Keeping Children Safe in Education 2025;
- Working Together to Safeguard Children 2023;
- The Prevent Duty Guidance for England and Wales 2023;
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015); and
- Government advice: 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' DfE 2024, which reflects the General Data Protection Regulation (GDPR) and Data Protection act 2018'.

12.5 Where allegations have been made against staff, the School will consult with the designated officer (LADO) and, where appropriate, the Police and local authority Children's Social Care services to agree the information that should be disclosed and to whom.

13 Record Keeping

13.1 CPOMS software is in use to record all information regarding safeguarding for individual children. This includes making initial records of disclosures / concerns and evidencing all action taken in response.

13.2 The Principal and DSL must ensure all staff receive an induction on the use of the CPOMS system and then annual refresher training on effective record keeping.

13.3 The CPOMS system must be configured utilising the Astrea CPOMS Category Guidance to ensure data can be collated centrally and utilised to inform Trust policy, strategy and staff training.

13.4 The Principal will ensure there is an effective procedure for safeguarding record monitoring. This includes a periodic review of all incidents recorded, to ensure effective action has been taken and documented. The procedure for Carrfield ensure that all CPOMS records are checked by the team at least every 7 days and ensure that all relevant actions have been taken and that all children mentioned are safe. Trust leads from the Trust also complete periodic CPOMS reviews to check on accuracy and diligence.

14 Monitoring and Quality Assurance of Safeguarding

14.1 Any serious incidents or safeguarding 'near misses' at the school will be followed by a post-incident review, with the support of the Central Safeguarding Team and Education Directors.

14.2 Where an incident involves a member of staff, the designated officer (LADO) may be invited to assist in this review to determine whether any improvements can be made to the school's procedures.

14.3 In addition, the DSL will monitor the operation of this policy and its procedures and will make a contribution to the half-termly Principals report, which will be shared at TMB/LGC meetings.

14.4 Astrea Central Safeguarding team will complete an annual Safeguarding Quality Assurance Review in all Trust settings. This review will consist of a self-review, on site visit, record review and collation of child and staff voice. The review document will outline compliance and non-compliance factors, including remedying actions and will be shared with key senior leaders. The Head of Safeguarding will be responsible for coordination and overview of the process. Key non-compliance themes and assurances will be shared with Trustees.

14.5 Trustees will undertake an annual review of this policy and consider compliance, in relation to relevant duties. This will be achieved through scrutiny of safeguarding reports, presented to Trustees through the Education and Standards Committee.

14.6 Through this approach, should Trustees identify deficiencies or weaknesses with regards to child protection and safeguarding arrangements, the Executive Board will be directed to remedy non-compliance, without delay.

15 Online Safety

15.1.1 See Carrfield's Online Safety Policy for guidance on whole school approach to Online safety which includes Online safety coverage in the curriculum; Acceptable Use of technology; filtering and monitoring systems in place to support safe use of technology within school and how content, contact, conduct and commerce are monitored.

15.1.2 All Online safety concerns (including online child on child abuse) must be reported to the DSL and recorded on CPOMS.

15.1.3 There are close links between online safety concerns and child on child abuse. Whilst there are risks of online child on child abuse and access to potentially harmful content outside of school, children may still have access to the internet in school and therefore staff must be alert to this risk and ensure students adhere to policy in respect of the use of mobile and smart devices on site.

15.1.4 Communications with parents and carers should be used to reinforce the importance of children being safe online. Parents and carers are to be made 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 or college (if anyone) their child is going to be interacting with online to support online safety in the home.

15.1.5 Additional information regarding keeping children safe online (including when they are online at home) is provided in Part 2 of *Keeping Children Safe in Education 2025*.

15.1.6 The signs and indicators of online abuse, and advice on how to action this, is outlined in the DfE advice [What to do if you're worried a child is being abused \(2015\)](#). The [NSPCC website](#) is also a good source of information and advice.

15.1.7 Technology, and risks and harms related to it, evolve, and change rapidly. The DSL should carry out and annual review of the online safety risk assessment recommended in KCSIE.

Risk Assessment: <https://360safe.org.uk/overview/template-online-risk-assessment/>

15.1.8 In addition the Principal **may direct** the DSL to conduct a review into the wider approach to online safety through the completion of the 360Safe Tool here: <https://360safe.org.uk/>

15.2 Consensual and non-consensual sharing of nudes and semi-nude images and/or videos. (also known as: Sexting / Youth produced sexual imagery).

15.2.1 The school follows guidance given to schools by the UKCIS Education group [Sharing nudes and semi-nudes: Advice for Education settings March 2024](#) which outlines the steps to be taken in response to a concern.⁵

15.2.2 What to do if an incident comes to your attention:

1. All incidents / disclosures / allegations must be reported to the Designated Safeguarding Lead (DSL) or deputies in line with internal safeguarding procedure.
2. Staff must not view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
3. If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
4. Do not delete the imagery or ask the young person to delete it ahead of gaining advice from the Police.
5. Do not say or do anything to blame or shame any young people involved.
6. Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

⁵ Sharing nudes and semi-nudes: how to respond to an incident An overview for all staff working in education settings in England

15.2.3 The DSL will action an immediate referral to Police and / or Children's Social Care through the MASH or equivalent at the initial stage if:

- The incident involves an adult
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs);
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young persons developmental stage, or are violent (see section 1.6 of *UKIS Sharing nudes and semi nudes: Advice for Education for guidance on assessing behaviour*);
- The images involve sexual acts and any pupil in the images or videos is under 13;
- You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

16 Filtering and Monitoring

16.1 The Principal must ensure the appropriate Filtering and Monitoring systems are in place within the school's IT infrastructure.

16.2 The Trust has equipped all Astrea academies with Sophos filtering software which includes a firewall that monitors and filters incoming and outgoing network traffic. Sophos' main purpose is to allow non-threatening digital traffic in and to keep potentially dangerous digital traffic out. Appropriate levels of filtering can be assigned to users by using the Sophos appliance, which can be fine-tuned at each location.

16.3 Astrea Trust has equipped all Astrea Academies with NetSupport DNA monitoring software. NetSupport DNA will monitor the school network and identify when a user triggers terminology that could indicate potential harmful or risky behaviours. The DSL must ensure that the NetSupport DNA console is available on the devices of at least two members of the safeguarding team, and that there is a strategic plan to review and respond to triggers highlighted through NetSupport DNA.

16.4 The use of generative artificial intelligence (AI) in schools must be agreed by the Principal who should ensure that this can be delivered safely, through systems / platforms approved by the trust's IT directorate and compliant with DfE [Generative AI product safety expectations](#).

17 Statutory and Regulatory Framework

This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children 2023](#)
- [Statutory Framework for the Early Years Foundation Stage 2024](#)
- [What to do if you are worried a child is being abused: advice for practitioners 2015](#)
- [Information Sharing: Advice for practitioners providing safeguarding services.](#)
- [Prevent duty guidance: Guidance for specified authorities in England and Wales 2023](#)
- [The Prevent duty: an introduction for those with safeguarding responsibilities 2023](#)
- [Suspension and permanent exclusion guidance DfE 2023](#)
- [Working together to Improve school attendance 2024](#)
- [Multi-Agency statutory guidance on female genital mutilation 2016 \(updated 2018\)](#)
- [Female Genital Mutilation Guidance for Schools July 2019](#)
- [Teaching Online safety in Schools June 2019](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)
- [RSE Guidance 2020](#)
- [Behaviour in schools DfE 2022](#)
- [Children Missing Education 2024](#)
- [The Designated teacher for Looked after and previously Looked after children February 2018](#)
- [Child Sexual exploitation: Definition and guide for practitioners 2017](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#)
- [The Children Act 2004](#)
- [The Children Act 1989](#)
- [Section 175 of the Education Act 2002](#)
- [Section 94 of the Education and Skills Act 2008](#)
- [Sections 29 and 38 of the Counter-Terrorism and Security Act 2015](#)

- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [The Children Act 1989](#)
- [Female Genital Mutilation Act 2003](#)
- [The Children and Families act 2014](#)
- [The Children and Social Work Act 2017](#)
- [Disqualification under the Childcare Act \(2006\) July 2018](#)
- [Help, protection, education: concluding the Children In Need Review June 2019](#)
- [Arranging Alternative Provision 2023](#)

18 Associated Policies

18.1 This Policy should be read alongside the school's:

- Online Safety Policy
- Behaviour Policy
- Staff Code of Conduct/Behaviour Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Confidentiality and Data Protection Policy
- Relationships, Sex and Health Education Policy
- Acceptable use of IT Policy
- Equal Opportunities Policy

17.2 And linked Astrea Academy Trust policies:

- Recruitment Policy
- Inclusion Policy
- Primary Attendance Policy / Secondary Attendance Policy
- Whistleblowing Policy
- Exclusions Policy

Appendix 1 – Responding to specific safeguarding concerns.

For the purposes of outlining school specific procedures and responsibilities, in line with certain forms of child abuse, a reduced list of issues is captured within this Annex. In addition to this, Astrea Academy Trust employees who work in regulated activity with children and those involved with the management of education settings, are required to read Part 1, Annex A and Annex B of *Keeping Children safe in Education 2025*, which contain detailed information on all specific forms of abuse and safeguarding issues, including detailing signs and indicators.

All 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.

1.0 Abuse and Neglect

1.1 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or

community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Part one of *Keeping children safe in education 2025* defines the following types of abuse:

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

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.

Neglect: 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 of maternal substance abuse

2 Female Genital Mutilation

2.1 FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

2.2 Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

2.3 All staff must be aware of the requirement for teachers to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Further guidance on how to report concerns regarding FGM can be found at Gov.uk here:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

2.4 Those failing to report such cases will face disciplinary sanctions.

2.5 It will be rare for teachers to see visual evidence, and they **must not** examine children.

3 Upskirting

3.1 Gov.uk guidance here: <https://www.gov.uk/government/news/upsirting-know-your-rights>.

Any reports of Upskirting will be reported to the DSL. The DSL will report the offence to the Police and take advice ahead of actioning any further investigation.

3.2 Upskirting can be a form of child on child abuse. If upskirting occurs between two children, the DSL should consider the guidance set out in parts 10.8 (Responding to child on child abuse) and 16.2 (Managing consensual and non-consensual sharing of nudes and semi-nude images and/or videos) of this policy, where necessary.

4 Private Fostering

4.1 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

4.2 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

4.3 School staff should notify the Designated Safeguarding Lead (DSL) when they become aware of private fostering arrangements.

4.4 The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

5 Radicalisation and the Prevent duty

5.1 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.⁵

5.2 The school has a legal duty to have due regard to the need to prevent individuals from being drawn into terrorism.

5.3 The school aims to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

5.4 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

⁵ Pg 157 Keeping Children Safe in Education 2024

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 is the process of a person legitimising support for, or use of, terrorist violence ⁶

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 cause⁷.

5.5 The DSL should ensure there is Prevent risk assessment in place for the setting which considers Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- [Prevent Duty Guidance for England and Wales 2023](#)

The Government have produced a toolkit and self-assessment template which is available via the link below: <https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools>

5.6 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection.

5.7 Staff working in regulated activity or involved with the management of the school, will be trained on induction (and then every 2 years), in identifying indicators that may suggest an individual is at risk of being radicalised or engaging with an extremist group, cause or ideology. DSLs/DDSLs will also be trained in effective referrals to Prevent partners as well as Channel processes (on induction and then every 2 years).

5.8 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. **The DfE's briefing note: [The Use of Social Media for Online Radicalisation \(2015\)](#) includes information on how social media is used to radicalise young people and guidance on protecting children at risk.**

Appendix 2 - Missing Child Procedures

In the event of a member of staff fearing that a student has gone missing whilst at school:

1. The member of staff who has noticed the missing child will inform the Principal and Designated Safeguarding Lead immediately.

⁶ As defined in the Government's Prevent Duty Guidance for England and Wales

⁷ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

2. The office staff need to be informed as they will act as a point of contact for receiving information about the search for the missing student.
3. Whilst a member of staff stays with the rest of the class, all other available members of staff will conduct a thorough search of the school premises as directed by the Principal / DSL.
4. The following areas will systematically be searched: all classrooms, hallways, cloak rooms, hall, cupboards, library, toilets, outside all classroom areas inside.
5. Available staff will begin a search of the area immediately outside of the school premises taking a mobile so that they can contact the school office.
6. The search outside school should include: all outside spaces including KS1 and KS2 areas and in the bushes at the top of the field, the reception area and the road area immediately outside the academy.

If the student has not been found after 10 minutes, then parents/carers should be notified.

7. **If the parents/carers have had no contact from the student, the Police will be contacted by dialling 999.** The member of staff will be asked to write an incident form (CPOMS), describing the circumstances which led to the student leaving the school, when the child was last seen and document the search undertaken. If the missing child has any special medical or Special Educational Needs / learning needs then these need to be noted, to be disclosed to Police or other agencies. The incident should be relayed to other important agencies. If the student has an allocated Social Worker, then they should be informed of the disappearance. If the student is a Looked After Child, then the Social Worker should be kept informed.
8. The Trust's Head of Safeguarding is to be informed once key agencies have been informed.
9. When the student is found members of staff will care for and talk with the child, bearing in mind that he / she may be unaware of having done anything wrong or, alternatively, may also have been afraid and distressed and may now be in need of comfort. Other adults present will take the opportunity to speak to the remaining students to ensure that they understand that they must not leave the premises and why. Parents and other agencies will be informed of the outcome of the incident.
10. After the incident, the Principal and DSL will carry out a full investigation taking statements from all the staff present at the time.
11. The Trust's Head of Safeguarding will conduct 'Post-Incident reflection' with the Principal and DSL. A conclusion is drawn as to how the incident happened and used to inform future Risk Assessments. A written report will be produced, and policies and procedures will be reviewed.

If a pupil goes missing on a school trip / Educational Visit:

1. The trip leader must ensure the safety of the remaining pupils.
2. The trip leader / organiser, in discussion with other teaching staff will be responsible for making decisions relating to the trip.
3. One or more adults should immediately start searching for the missing student.
4. Regular head counting of pupils should take place, particularly before leaving a venue. Pupils should be readily identifiable, usually by wearing their uniform.
5. The school must be informed if a student is missing and cannot be found.

Carrfield's Safeguarding responses to child who have not arrived at school / no contact can be made to ensure child is safe / well, concerns for CME]:

CME flowchart

