



Child Protection and Safeguarding Policy 2026-27

Adopted by Trustees on 22 July 2026

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POLICY HISTORY/AMENDMENT RECORD			
Date	Reviewed by	Nature of change	Next Review Date
September 2021	SD	New Trust-wide policy for OLT. Updated in line with KCSiE guidance	As required and no later than September 2022.
September 2022	SD	Updated in line with KCSiE guidance	As required and no later than September 2023.
September 2023	LP and CF	Updated in line with KCSiE guidance	As required and no later than September 2024.
September 2024	CF	Updated in line with KCSiE guidance/DCC model policy	As required and no later than September 2025.
July 2025	CF	Updated in line with KCSiE guidance/DCC model policy	As required and no later than September 2026.

12 November 2025	KQ/PC/CF/GW	Page 8 bullet point 7 remove word “senior” in line with the guidance in KCSiE 2025.	As required and no later than September 2026.
July 2026	CF	Updated in line with KCSiE guidance/DCC model policy	As required and no later than September 2027.

Child Protection and Safeguarding Policy

Safeguarding Trustee:	Simon Shadbolt
Trust Designated Safeguarding Lead:	Claire Fleming
Status and Review Cycle:	Statutory/Annual
Next Review Date:	September 2027

1. Safeguarding Statement

Ivy Education Trust recognises that safeguarding and promoting the welfare of children is everyone’s responsibility. We adopt a child-centred approach, ensuring that the best interests of the child are at the heart of all decision-making.

- We are committed to working in partnership with children, families and other agencies to provide help and support as soon as problems emerge and to protect children from harm, both within and outside the home, including online.
- We recognise the importance of a whole-family approach and actively involve parents, carers, and family networks wherever it is safe and appropriate to do so.
- We ensure that children’s voices are heard and acted upon, and that all children are enabled to achieve the best possible outcomes.

Ivy Education Trust is committed to a strong, open and positive safeguarding culture. This means:

- staff feel confident to raise concerns
- concerns are acted on quickly
- leaders provide clear oversight
- safeguarding is embedded in all aspects of school life

Status and Review Cycle	Statutory/Annual
Next Review Date	September 2027
Individual school’s safeguarding statement.	
Designated Safeguarding Lead (DSL)	
Deputy Designated Safeguarding Lead/s	
Online Safety Coordinator	

Headteacher	
Safeguarding Governor	
Chair of Governors	

2. Terminology

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

(Working Together to Safeguard Children)

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Staff refers to all those working for or on behalf of the Trust, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, adoptive parents, and LA corporate parents.

3. Safeguarding Legislation and Guidance

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

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

The welfare of the child is paramount:

- All children regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation or SEND have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff¹, volunteers and governors, have a duty to protect our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff have a duty to ensure that our Trust and our schools should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

4. Policy Principles, Aims and Values

This policy aims to:

- Raise the awareness of all staff of the need to safeguard children.
- Provide all staff with guidance on the procedures they should adopt in the event that they suspect a child, young person may be experiencing, or be at risk of experiencing, harm. Including (by DSL/DDSL) consideration of the use of appropriate assessments, resources, and agency support.
- Provide an environment in which children and young people feel safe, secure, valued, and respected, and that they will be listened to should they make a disclosure.
- Raise awareness that abuse can be both Familial and/or Contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren.
- Demonstrate the Trust and its school's commitment to safeguarding and child protection of pupils, parents, and other partners.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for high levels of communication between staff and the designated safeguarding leads internally, and with external agencies and partners, including our contribution to assessments, referrals, and support plans.
- To develop and promote effective working relationships with other partnership agencies, particularly Children's Social Care, Police and Health.
- Support children's development in ways that will foster security, confidence, positive attachments, safety and independence.
- Ensure that all staff working within our Trust who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit.
- Provide clarity and expectations on professional behaviours and code of conduct including lone working requirements and contact with children/families outside the school setting, including e-mail.

Supporting and Protecting Children:

We recognise that a child who is abused or witnesses' violence may feel neglected, helpless and humiliated and could experience barriers to making a disclosure and may feel unsafe to do so due to uncertainties about the consequences of disclosing. We understand that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn, there may be issues with sensory processing as well as the child exhibiting signs of emotional distress. We understand the impact on a child's mental health, behaviour, and education from familial and/or contextual abuse. School may not only provide stability in the lives of children who have been abused or who are at risk of harm, but it plays a significant part in the prevention of harm to our children. Building trusting relationships with school staff is critical in this.

Our Trust will support all children by:

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and governors.

² DBS Guidance: <https://www.gov.uk/government/collections/dbs-checking-service-guidance-2>

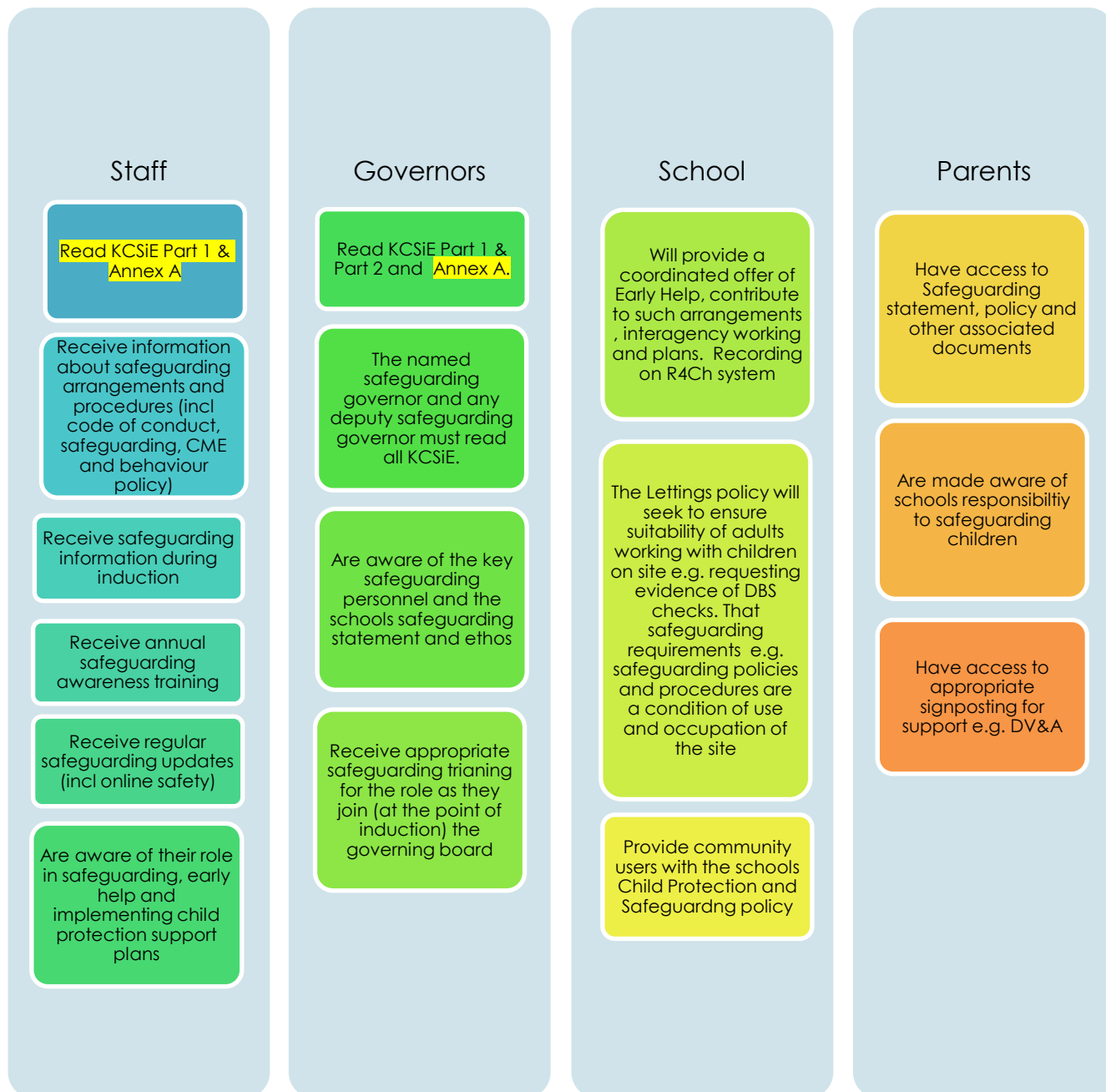
- Encouraging and building self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst always challenging aggression or bullying (incl. Cyber bullying and other negative behaviours and attitudes).
- Promoting a caring, safe, and positive environment within the Trust and providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection including the availability of anonymous methods for reporting concerns by pupils and systematically gathering pupil voice to evaluate the impact of systems and processes.
- Responding empathetically and compassionately to any requests for time out to deal with sensory overwhelm, distress and anxiety.
- Signposting and referring into specialist support serviced where possible.
- Liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children.
- Notifying children's social care as soon as there is a significant concern.
- Ensuring appropriate information is shared confidentially at key transition points in a child's journey to ensure continued support (incl. School medical records).
- Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and relationship and sex education (RSE) and through all aspects of Trust life. This includes online safety, healthy relationships, consent, sexual harassment and violence, equality and diversity, road safety and injury prevention, public transport safety and water safety.
- By accessing and utilising the necessary resources, guidance, and toolkits to support the identification of children requiring mental health support, support services and assessments.
Reassuring victims that they are being taken seriously and that they will be supported and kept safe.

The Trust community will protect children by:

- Working to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
- Ensuring that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- Including regular consultation with children, parents, and staff, gathering their voice.
- Including safeguarding across the curriculum to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; this will, for example include anti-bullying work, information about child-on-child abuse (sexual harassment and sexual violence, consent), online-safety, road safety, pedestrian and cycle training; provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. More personal safety/independent travel; and
- Ensuring all staff, pupils and parents are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies, including the use of social media and their associated risks have been shared.

5. Safe Trust, Safe Staff

We will ensure that staff, Governors, Trustees, School and parents:



6. Roles and Responsibilities

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

- Governing bodies, proprietors, and management committees.
- The headteacher
- The designated safeguarding lead
- The deputy designated safeguarding lead/s
- Staff
- [Keeping Children Safe in Education](#)

Governing bodies, proprietors, and management committees:

All members of The Trust board and local Governing body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff Behaviour policy (Code of Conduct).

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Roles and responsibilities will include:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with the Local Authority and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the Trust website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the Trust's Child Protection and Safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education Part 1* and Annex B and mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. (* or Annex A if not working directly with children)
- The Trust operates a safer recruitment procedure that includes statutory checks on staff (and ongoing post appointment monitoring); disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The Trust has procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the, Trust Board, either the Chair or the Safeguarding Trustee is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- A member of the leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body/Board who will take lead responsibility.
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by the Local Authority or other provider every two years. This training, if delivered 'in-house' ensures that local reporting mechanisms to Children's Social Care, and the Local Safeguarding Board arrangements are fully understood including for children who live outside the Local Authority. All other staff have safeguarding training updated as appropriate; but at least annually.
- At least one member of the governing body has completed safer recruitment training to be refreshed at least every three to five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues to meet their needs including children who have recognised vulnerabilities. This content should recognise both national and local contexts and recognises the age and stage of children alongside any SEND needs. Appropriate safeguarding responses are in place for children who go missing from education.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks at the appropriate level are in place for all Trustees and Local Governors.
- Any identified weaknesses in Child Protection are remedied immediately.

The Headteacher:

The Headteacher will support the governing body, designated safeguarding lead, deputies, staff and volunteers to fulfil their roles and responsibilities.

Roles and responsibilities will include:

- Ensuring the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff.
- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively.
- Supporting and promoting an open and positive safeguarding culture and ethos in school so that child/ren's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensuring systems are in place for children to express their views and give feedback.
- Following the whistleblowing policy and procedures if an allegation is made against a member of staff supply staff or volunteer all staff, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Ensuring that staff are supported and their wellbeing is prioritised and that occupational health services are available and promoted.

The Designated Safeguarding Lead (DSL):

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

Roles and responsibilities will include:

- Availability – being available during school hours.
- Manage referrals – to e.g., Children's Social Care, Channel programme, Disclosure and Barring service, the Police.
- Working with others – e.g. A point of contact with safeguarding partners, a source of support and advice for staff, to promote supportive engagement with parents and/or carers and the SLT/Governing body.
- Information sharing and managing the child protection files.
- Raising Safeguarding and Child Protection Awareness. Ensure safeguarding policies are understood. Promote a strong safeguarding culture.
- Updating training, knowledge and skills required to carry out the role of DSL.
- Providing support to staff.
- Holding and sharing information.
- Overseeing and acting upon filtering and monitoring reports and checks to these systems.
- Child-centred practice, understand and reflect the views, wishes and experiences of children

The Deputy Designated Safeguarding Lead/s (DDSL):

Is/ are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Staff:

Roles and responsibilities will include:

All staff will play a critical frontline role in safeguarding.

- They will:
- read and understand KCSIE Part 1
- maintain an attitude of “it could happen here”
- be able to identify signs of abuse, neglect and exploitation
- act in the best interests of the child

- **Responding to concerns**
- Staff will:
- report concerns immediately to the DSL
- record concerns clearly and factually
- not investigate or delay action
- support children appropriately
- **Disclosures**
- Staff must:
- listen carefully
- reassure the child
- not promise confidentiality
- pass information on without delay
- **Multi-agency working**
- contribute to plans where required
- share information appropriately
- Safeguarding environment
- help maintain a safe and supportive learning environment
- model appropriate professional conduct

- Identifying concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating.
- Recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal).
- Identifying children who may benefit from early help, (providing support as soon as a problem emerges) and the part they play in these support plans.
- Being aware of Local Authority referral processes and supporting social workers and other agencies following any referral.

- Adhering to Teachers' Standards 2012 - that teacher (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Being aware of systems within Trust which support safeguarding e.g., Safeguarding policy, behaviour policy, code of conduct, CME, online filtering and monitoring.
- Attending regular safeguarding and child protection training.
- Recognising that children missing, or absent education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

7. Recognising and Responding to Safeguarding Concerns

Recognising:

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

Abuse, neglect, and exploitation are forms of maltreatment that can occur through harm caused or failure to prevent harm. These may take place within the family, institutional, or community settings, and can involve adults or other children. Abuse can occur both offline and online, including through the use of technology to facilitate harm. Child-on-child abuse may also take place and such abuse is never acceptable, it will be taken seriously and not dismissed as 'banter'.

Safeguarding concerns may also arise outside the home (contextual safeguarding), including risks such as sexual and criminal exploitation, serious youth violence, and radicalisation. Staff should also understand that behaviours such as substance misuse, truancy, and sexting can increase vulnerability and may be linked to child-on-child abuse.

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Child missing or absent from education • Child missing from home or care • Child sexual exploitation (CSE), child criminal exploitation (CCE) • Bullying including cyberbullying • Domestic abuse • Drugs • Fabricated or induced illness • Faith abuse • Female genital mutilation (FGM) • Forced marriage • Gangs and youth violence | <ul style="list-style-type: none"> • Gender-based violence/violence against women and girls (VAWG) • Mental health difficulties • Private fostering • Radicalisation • Youth produced sexual imagery (sexting) • Teenage relationship abuse • Trafficking • Child on child abuse • Upskirting • Serious violence • Sexual harassment |
|--|---|

- There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

- We recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Responding:

- Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:
 - a clear and comprehensive summary of the concern.
 - details of how the concern was followed up and resolved.
 - a note of any action taken, decisions reached and the outcome.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice in FLOW CHART A and in the table below 'pupil making a disclosure'.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

FLOW CHART A

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



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



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



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

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will:

- Listen to what the child has to say and allow them to speak freely.

- Remain calm and not overreact, act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents

- The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure of abuse of that the child has been harmed in some way.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s Local Authority Safeguarding Hub e.g., familial sexual abuse.
- Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children’s Local Authority Safeguarding Hub or other support (e.g., Early Help) is appropriate in accordance with The Local Authority Threshold Tool³.
- If school is uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.
- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made, they can, and should, consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child’s situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child’s situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children’s Local Authority Safeguarding Hub and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting our Staff

- We recognise that staff working within the Trust who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

³ Devon Safeguarding Children’s Partnership (DevonSCP): [Levels of Need Framework](#)

8. Early Help and Families First

Devon adopts a graduated approach to help, including universal services, Family Help (targeted early help) and statutory intervention.

Staff will identify children and families who may benefit from early intervention and will work with the DSL to initiate appropriate support, including the use of early help assessments and multi-agency planning.

Early help aims to prevent escalation of need and improve outcomes for children by addressing concerns at the earliest possible stage.

Ivy Education Trust recognise that some children may have additional vulnerabilities due to e.g. specific need, previous childhood trauma and staff will always be professionally curious and approach such situations in a relational manner. Seeking to identify the child and family's needs and strengths to improve safeguarding outcomes and lived experience.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from education, care or from home. (CME)
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect and/or exploitation.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.
- Has an imprisoned parent.
- Is experiencing mental health, wellbeing difficulties.
- Is persistently absent from education (including persistently absent for part of the school day).
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- Is at risk of 'honour' based abuse such as FGM or forced marriage.
- LGBTQ+, Gender questioning and gender diverse children.

9. Whistleblowing

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

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

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Whistleblowing re the Headteacher should be made to the CEO (Chief Executive Officer) of the Trust whose contact details are readily available to staff.

10. Allegations against staff

All Trust staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁴.

All staff must adhere to the school's Staff Code of Conduct and safer working practice guidance.

This includes:

- Maintaining professional boundaries
- Using technology appropriately
- Avoiding behaviour that could be misinterpreted

1. All employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the Chief Executive Officer of the Trust.



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



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



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



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



6. In the event of an allegation against the Headteacher, the decision to suspend will be made by the CEO with advice from the LADO.

⁴ Refer to "Guidance for Safe Working Practice"

Refer to Low Level Concerns One Minute Guide

<https://devoncc.sharepoint.com/:b:/s/PublicDocs/Education/EfZ3xlbO0ahNpNFq82khAr0BAvcnvjhx1OCpCAQh2fxNA?e=ZW4VvH>

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

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

School will ensure that pupils are aware of how they can raise a concern should they be worried about a member of staffs conduct, this may be for example by talking to a trusted adult.

11. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed.

Staff who are likely to need to use physical intervention will be appropriately trained.

For children who may require planned physical intervention such plans will be agreed with pupils, parents and staff and included in care plans and/or risk assessments.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

12 Recording, Confidentiality, Sharing Information and GDPR

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

Confidentiality and Information Sharing

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

Information sharing is guided by the following principles:

- Necessary and proportionate
- Relevant

- Adequate
- Accurate
- Timely
- Secure

Recording Safeguarding Concerns

All staff must:

- Use the school's agreed recording system.
- Record information factually, clearly, and promptly, including dates, times, and context.
- Include body maps where appropriate.
- Report concerns to the DSL immediately (verbally if urgent), followed by written records.
- Document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes.
- Ensure the voice of the child is clearly captured.

Storage and Transfer of Records

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

Inter-Agency Working

- The school will work collaboratively with external agencies and share relevant information to safeguard children effectively.
- Where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care

The Ivy Education Trust will ensure that images of children used within publications, publicity and on the website has written parental consent prior to any images being taken and used. This consent will be obtained in line with school's annual data collection process. Ivy Education Trust and its schools and colleges should avoid images where students are looking directly at the camera. When publishing images, we will: use first names only (no surnames or initials), remove all metadata from images before publication and reduce image resolution so images cannot be easily reused or enlarged.

In addition

- Raw images will not be used, preventing metadata from being accessed.
- All published images will be reduced in quality to limit misuse.
- Full names will never be published alongside images.
- Secondary school student consent will be checked at the point of capture and can be withdrawn at any time.

13 Online safety

Ivy Education Trust recognises that online safety is a key component of safeguarding and that risks to children can occur both online and offline. Such risks can also include the use of Artificial Intelligence.

Online safety is a whole-school responsibility and part of the safeguarding culture.

Risks may include content, contact, conduct, and commerce harms.

Children should be supported to use technology safely, respectfully, and responsibly.

The DSL will ensure appropriate filtering and monitoring systems are in place to safeguard pupils and with the support of the Governing Board hold regular review of systems to ensure effectiveness (as a minimum annually).

Should incidents/online concerns be reported they will be treated as a disclosure of concern/ safeguarding issue: recorded, investigated and supported.

In addition, staff will:

Receive regular training on online safety risks

Model safe and appropriate use of technology

14. Alternative Provision, Off-Site Safeguarding

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

- Appropriate safeguarding arrangements are in place
- Providers have suitable safeguarding policies and procedures
- Staff working with children are appropriately vetted
- There is clear communication between the school and the provider
- The school retains overall responsibility for safeguarding pupils placed in alternative provision.

15 Safeguarding through the curriculum

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

Safeguarding education is embedded across the curriculum (e.g. RSHE, PSHE, Computing, assemblies).

Learning is age-appropriate, inclusive, and progressive.

Pupils are supported to develop knowledge, skills, and confidence to stay safe in a range of contexts.

In line with statutory guidance, pupils are taught about:

Personal Safety and Wellbeing

- Healthy and respectful relationships
- Consent, boundaries, and recognising abuse
- Mental health, wellbeing, and seeking support

Online Safety

- Safe and responsible use of technology

- Risks such as cyberbullying, grooming, exploitation, and harmful content
- Digital footprints and privacy

Risk and Vulnerability

- Exploitation (criminal and sexual)
- Child-on-Child abuse
- Substance misuse and risky behaviours
- Radicalisation and extremism (Prevent duty)

Wider Safeguarding Issues

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

Skills and Protective Behaviours

Pupils are taught to:

- Recognise unsafe situations and warning signs
- Identify trusted adults and know how to seek help
- Report concerns confidently
- Make informed and safe decisions

Pupil Voice and Participation

- Pupils are encouraged to share worries and concerns
- Systems are in place to ensure pupils feel listened to and supported
- Feedback from pupils helps shape safeguarding practice

Staff Responsibilities

- All staff understand their role in reinforcing safeguarding messages
- Teaching is delivered by trained staff and supported through regular safeguarding updates
- Staff respond appropriately to any concerns arising from learning

Partnership with Parents and Agencies

- The school works with parents to promote safeguarding messages at home
- External agencies may support delivery (e.g. police, health professionals)

16 Devon Safeguarding Partnership Arrangements

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

These arrangements are led by the three statutory safeguarding partners:

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

The school will:

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

17 Escalation and Professional Challenge

We recognise the importance of professional curiosity and challenge in safeguarding children.

If a member of staff feels that:

- A safeguarding concern has not been taken seriously
- Appropriate action has not been taken
- A child remains at risk

They must:

- Escalate their concern to the DSL or senior leader
- Follow the school's escalation procedures
- Refer directly to children's social care if necessary

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

18 Policy Links

This policy also links to Trust and individual school policies on:

- | | |
|--|--|
| <ul style="list-style-type: none">• Behaviour and Anti-bullying to include Use of Reasonable Force• Staff Code of Conduct• Whistleblowing• Health, Safety and Wellbeing• Allegations against staff• Parental complaints• Attendance• IET Lone Working | <ul style="list-style-type: none">• Medical• PSHE and Relationships and Sex Education• Recruitment and Selection• Risk Management• Intimate Care• Data Protection/GDPR Guidance |
|--|--|

19. Local Authority Safeguarding Hub contacts



Children's Front Door



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

call: 0345 155 1071 **or**

complete the Request for Support online form available at:

<https://devoncountycouncil.outsystemsenterprise.com/MAS/H/homepage>

The DevonSCP Children's Front Door **consultation line** for **professionals only**:
01392 388428

Emergency Duty Team out of hours **0345 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk

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

[Managing allegations - Devon Children and Families Partnership \(dcfp.org.uk\)](http://dcfp.org.uk)

Early Help Team

Locality Early Help Mailbox

North: earlyhelpnorthsecure-mailbox@devon.gov.uk

Mid & East: earlyhelpmideastsecure-mailbox@devon.gov.uk

South & West: earlyhelpsouthsecure-mailbox@devon.gov.uk

Exeter: earlyhelpexetersecure-mailbox@devon.gov.uk

For emergencies outside of office hours please call:

0345 6000 388

Summary of changes for September 2026

Contents page	Addition of Early Help and Families First The addition of recording in Recording, Confidentiality, Information Sharing and GDPR Alternative Provision, Off-Site Safeguarding Safeguarding through the curriculum Devon Safeguarding Partnership Arrangements Escalation and Professional Challenge All page numbers reviewed and amended as appropriate.
Page 2	Safeguarding statement
Page 8	DSL role now includes Ensure safeguarding policies are understood. Promote a strong safeguarding culture. Child-centred practice, understand and reflect the views, wishes and experiences of children
Page 9	All staff will play a critical frontline role in safeguarding. List of responsibilities.
Page 10	Updated recognising safeguarding concerns
Page 13	New section Early Help and Families First
Page 15	In Physical Intervention the addition of For children who may require planned physical intervention such plans will be agreed with pupils, parents and staff and included in care plans and/or risk assessments.
Page 15	The addition of recording in Recording, Confidentiality, Information Sharing and GDPR Updated section
Page 16	Updated section on Online Safety
Page 17	New section Alternative Provision. Off-site Security
Page 17	New section Safeguarding through the curriculum
Page 18	New section Devon Safeguarding Partnership Arrangements
Page 19	New section Escalation and Professional Challenge
	All former appendices now in a separate document