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Pegasus School Child Protection and Safeguarding Policy

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October 2025	Updated throughout KCSIE 2024 to 2025
June 2026	Updated DSL list, changed SP to SF

Child Protection and Safeguarding Policy

SENAD schools and children's homes educate and care for some of the most vulnerable children and young people in society.

Our Vision is

- To support, encourage and educate children and young people with a range of needs to recognise, wish to and achieve their full potential.
- To enable everyone, we educate and support to live a fulfilled life

To achieve our vision, our aims are:
To support children and young people

- To develop knowledge, abilities and learn new skills
- To make informed choices and engage in purposeful activities
- To have goals and something to look forward to

The following schools are part of the SENAD Group

In England
Alderwasley Hall School
Bladon House School
Edgewood School
Maple View School
Pegasus School
Rowden House School

In Wales
Aran Hall School

Each school will have their own child protection and safeguarding policy and guidance which should be read and understood by all staff at that location.

The purpose of this policy statement is:

- To protect children and young people who receive SENAD's services from harm. This includes the children of adults who use our services.
- To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of SENAD including Proprietors, senior managers, all paid staff, volunteers, sessional workers, agency staff and children. The policy encompasses all the requirements of Keeping Children Safe in Education 2024. Keeping children safe in education - GOV.UK (www.gov.uk)

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This policy should be read alongside and in conjunction with other policies and documents regarding the safety and welfare of children. These together make up the suite of policies and documents to safeguard and promote the welfare of children:

Missing From Care (Policy 616 + Site related)

DOLS

Safe Handling of Medication (Policy 306, 217 and appendices)

Handling of Clients Monies/Funds (Policy 606 and 511)

Risk Assessments (Policy 217)

Privacy and Confidentiality (Privacy 517; Visitors 525 & Searching a Young Persons Belongings 521)

PREVENT and Countering radicalisation (Policies 506*** and 507)

Anti-Bullying (Policy 502E)

Complaint Processes (Policies 714 and 519)

Online Safety (Policy 510)

PBD and Physical Interventions Policy 515

Whistleblowing Policy 413

Safe Touch and Relationships (518)

Significant Harm Policy (524)

Private Fostering (512)

GDPR Policies (Section 9 of policies)

Intimate and Personal Care (610)
Consent (508)
Self-Harm and prevention of suicide (308)
Recruitment and selection of staff (414)
Social Media Policy (421)

Part 1: Child Protection and Safeguarding Policy

1.0 Introduction

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 the risk of harm comes from within the child's family and/or outside (from the wider community), including online.
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- Children includes everyone under the age of 18.

Definition taken from:
Working together to safeguard children 2023: statutory guidance

This policy and the statutory guidance behind it are applicable to all our English Schools, who are required to have regard to Keeping Children Safe in Education (KCSIE)2025. All staff should read and understand part one.
Keeping children safe in education 2025

This policy is written in accordance with the Children's Homes Regulations (2015)
Children's homes regulations, including quality standards: guide - GOV.UK (www.gov.uk)

This means that SENAD, its schools and homes are committed to safeguarding and promoting the welfare of all its children.
We believe that:

• Our children have the right to be protected from harm, abuse and neglect.
• Our children have the right to experience their optimum mental and physical health.
• Every child has the right to an education and to be safe and to feel safe at school.
• Children need support that matches their individual needs, including those who may have experienced or witnessed abuse or with special education needs or health conditions.
• Our children have the right to express their views, feelings and wishes and voice their own values and beliefs.
• Our children should be encouraged to respect each other's values and support each other.
• Our children have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our Schools and homes will ensure clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need.
• SENAD and our schools will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, sexually harmful behaviour, extreme behaviours, discriminatory views and risk-taking behaviours.
All SENAD staff, volunteers, contractors and visitors have an important role to play in safeguarding our children and protecting them from abuse.

Each School within the SENAD group will fulfil their local and national responsibilities as laid out in the following documents: Working Together to Safeguard Children (DfE) 2023 Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk) *Keeping Children Safe in Education 2025* Keeping children safe in education 2025T he Education Act 2002 S175 Education Act 2002 (legislation.gov.uk) *The Children Act 1989/2004* Children Act 1989 (legislation.gov.uk) Children and Social Work Act 2017 Children and Social Work Act 2017 (legislation.gov.uk) *What to do if you're worried a child is being abused DfE 2015* Stat guidance template (publishing.service.gov.uk) General Data Protection Legislation (2018) Data Protection Act 2018 (legislation.gov.uk) *Local Safeguarding Partnership Child Protection and Safeguarding procedures* Mental Health & Behaviour in Schools 2018 Mental health and behaviour in schools (publishing.service.gov.uk) *Multi-agency Statutory Guidance on Female Genital Mutilation 2020* HM Government - Multi-agency statutory guidance on Female Genital Mutilation (publishing.service.gov.uk) Protecting Children from Radicalisation: The Prevent Duty, 2015 The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK *Child Sexual Exploitation: Definition and Guide for Practitioners 2017* Department for Education (publishing.service.gov.uk) *Relationships Education, Relationships and Sex Education (RSE) and Health Education* Teaching Online Safety in Schools 2023	At Pegasus School the following people will take the lead in these areas *Our Designated Safeguarding lead (DSL) is* Name: Mitchell Hubbard tel:01283 761352 ext 15007 email: mitchell.hubbard@senadgroup.com *Our Deputy designated safeguarding leads (DDSL) are* Name: Claire Hancox, Chris Dean, Kelly Gleeson, Kelly Bailey, Megan Weston, Natasha Ghaffar, Brandon Goodall. Email: Claire.Hancox@senadgroup.com, Christopher.Dean@senadgroup.com, Kelly.Gleeson@senadgroup.com. *Our Designated Teacher for Looked After and Post-Looked After Children is:* Name: Claire Hancox Tel: 01283 761352 Email:Claire.Hancox@senadgroup.com *Our lead for mental health is:* Name: Mitchell Hubbard Tel: 01283 761352 Email: Mitchell.Hubbard@Senadgroup.com *Our trusted adult for LGBT children is:* Name: Chris Dean Tel: 01283 761352 Email: christopher.dean@Senadgroup.com *Our safeguarding proprietors are:* Sara Forsyth Director of Education 07702 202775 sara.forsyth@senadgroup.com Mark Ryder Director of Children's social Care 07719 940613 mark.ryder@senadgroup.com Victoria Finn Director of Human Resources 07709 483557 victoria.finn@senadgroup.com Our safeguarding partnership website is: www.ddscp.org.uk Information on how to make a referral can be found here: https://www.ddscp.org.uk/staff-and-volunteers/info-and-resources/allegations/ Referral forms are then sent to our Local Authority Designated Officers (LADOs) through one main email address:

Teaching online safety in schools - GOV.UK (www.gov.uk) *Sharing nudes and semi-nudes: advice for education settings working with children and young people* Sharing nudes and semi-nudes | NSPCC Voyeurism Offences Act 2019 Voyeurism (Offences) Act 2019 (legislation.gov.uk) *DfE statutory guidance on Children Missing Education* Children missing education: statutory guidance for local authorities and schools - GOV.UK Allegations of Abuse Against Teachers and non-Teaching Staff 1 INTRODUCTION (publishing.service.gov.uk) Filtering and Monitoring Standards for Schools and colleges 2023 Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) Children's social care national framework (publishing.service.gov.uk) School's causing concern guidance on Intervention Sept 2025 Schools causing concern (publishing.service.gov.uk) Stable Homes Built on Love consultation response Sept 2023 Children's social care: stable homes, built on love - GOV.UK (www.gov.uk) Information Sharing advice for Practitioners providing safeguarding services to children (Consultation on updated version closed May 2024) Information sharing: advice for practitioners (publishing.service.gov.uk)	Professional.Allegations@derbyshire.gov.uk

2.0 Overall Aims

This policy will contribute to the protection and safeguarding of our children and promote their welfare by

- Adopting a SENAD and whole school approach to safeguarding
- Ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in our schools
- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in our schools, built on mutual respect and shared values
- Introducing appropriate work within the curriculum
- Encouraging children, parents and guardians to participate
- Alerting staff to the signs and indicators that all may not be well
- Developing staff awareness of the causes of abuse
- Developing staff awareness of the risks and vulnerabilities our children face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks children face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation
- Recognising risk and supporting online safety for children, including in the home

This means that at SENAD schools, the staff will:

- Identify and protect all children and recognise that due to their SEND, all of our children are identified as vulnerable.
- Identify individual needs as early as possible; gain the voice and lived experience of vulnerable children and design plans to address those needs.
- Work in partnership with children, parents/guardians and other agencies.
- Our policy extends to any establishment our schools commission to deliver education to our children on our behalf including alternative provision settings.
- School leaders will ensure that any commissioned agency or service reflects the values, philosophy and standards of the school. Confirmation will be sought by us that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 Guiding Principles	
We believe that Children should never experience abuse of any kind We have a responsibility to promote the welfare of all children, to keep them safe and to work in a way that protects them Staff should be equipped with the knowledge and skills to recognise signs of abuse By working collaboratively, we can achieve better results for children Have conversations with and listen to what children have to say (appropriate to the child's preferred communication style)	**To achieve this, we will** Keep the welfare of children at the centre of all the work we do and in all the decisions we take. Work in partnership with children, young people, their parents, guardians and other agencies. Ensure all staff have the skills to listen to and understand the lived experience of children by ensuring they are familiar with the child/young person`s preferred communication style. Ensure all staff have read and understood this policy and have undertaken all mandatory training appropriate to their role within the organisation. Understand that some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues. Employ extra safeguards to keep children who are additionally vulnerable, safe from abuse. Provide effective management for staff through supervision, support, training and quality assurance measures so that all staff know about and follow our policies, procedures and behaviour codes confidently and competently. Fostering open communication with families to be able to identify and offer help at the earliest opportunity if needed.

4.0 Expectations	
All SENAD staff, volunteers, contractors and visitors will: • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse (See Annex Two for current definitions and indicators) • Record concerns on CPOMS and report directly to the DSL or deputy DSL • Deal with disclosures of abuse from children in line with the guidance in Annex 7 informing the DSL immediately and providing a written account on CPOMS as soon as possible. • Be involved, where appropriate, in the implementation of individual school-based interventions, Child in Need Plans and inter-agency Child Protection Plans.	**This means that:** All staff will receive annual safeguarding training and update briefings as appropriate. Key information will be available and visible around school sites to inform staff, children, contractors and visitors of their responsibilities and who can help. Key staff will undertake more specialist safeguarding training as agreed by SENAD Proprietors and School Leaders. We will follow Safer Recruitment processes and relevant statutory checks for all staff, including 'Section 128' checks.

5.0 Roles and Responsibilities 5.1 The Designated Safeguarding Lead (DSL)	**In Pegasus School the DSL team are:**
The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. DSLs should help promote educational outcomes by working closely with school staff about children's welfare, safeguarding and child protection concerns. SENAD and School Leaders will ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. Their key duties can be summarised as: • Managing referrals from school staff and any others from outside the school or home. • Working with others (including external agencies and professionals) on matters of safeguarding.	**Lead: Mitchell Hubbard** **Deputy DSL: Claire Hancox, Chris Dean, Kelly Gleeson, Kelly Bailey, Megan Weston, Natasha Ghaffar, Brandon Goodall.** Any steps taken to support a child/young person who has a safeguarding vulnerability must be reported to the lead DSL. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when. There should always be a DSL or a DDSL available (during the school day), if no DSL/DDSL is available staff should speak to the Headteacher/Head of service or another member of SLT/ Senior on call who will contact the DSL at the earliest opportunity. We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm.

• Undertake training to keep knowledge of local and national contexts up to date. • Raise awareness of safeguarding and child protection amongst staff, parents, guardians and children. Safeguarding and child protection information will be dealt with in a confidential manner. The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the appropriate local authority. Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance. If a child moves from our school, child protection and safeguarding records will be forwarded on to the DSL at the new education setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two providers may be necessary. The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence. Further information about this can be found in PACE Code C 2019 (accessible) - GOV.UK (www.gov.uk) **5.2 The Designated Teacher for looked after children and previously looked after children** Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk) School leaders will identify a designated teacher and should work with local authorities to promote the educational achievement of registered children who are looked after. Designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.	We use CPOMS and store our records electronically; we infrequently hold paper files. Where we do hold paper files, these are kept securely and separately from other children's files. We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child arrives with them. The DSL team will familiarise themselves with the requirements of the "Role of the Appropriate Adult – Police and criminal Act (1984) – Code C to determine • when a child is entitled to support if suspected of an offence • who can provide that support • how to raise concerns if the requirements are not met In Pegasus School the Designated Teacher is: **Claire Hancox** The Designated Teacher will: Work with the child's social worker and other local authority representatives to provide the most appropriate support to ensure they meet the needs identified in the child's personal education plan. (PEP) Work with the child's social worker and other local authority representatives to promote the educational achievement of previously looked after children and looked after children.

The child's home Local Authority retains ongoing responsibility to children who are looked after and for those who cease to be looked after and become care leavers. Designated teachers are responsible for working in partnership with representatives from LAs to secure the best outcomes. Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress	The Designated Teacher will liaise, as necessary, with relevant agencies.
5.3 SENAD Proprietors SENAD's Proprietors must ensure that there are policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. They ensure that these are fully embedded within the ethos of each school and home: All Proprietors will receive appropriate safeguarding and child protection training at induction in order to provide strategic challenge to assure themselves that safeguarding policies and procedures are effective and to support the delivery of a robust whole school approach. This training will be updated annually. Proprietors must be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. SENAD operates 'Safer Recruitment' procedures and ensures that all appropriate checks are carried out on all new staff and relevant volunteers. The Headteacher/Head of service and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record is maintained.	**At SENAD this means that:** All Proprietors must read part 2 of 'KCSIE 2025' Keeping children safe in education 2025 Our nominated Proprietors for safeguarding and child protection are: **Sara Forsyth** **Mark Ryder** **Victoria Finn** Proprietors have received appropriate safeguarding training (DSL) which is updated annually. SENAD Proprietors will review all policies/procedures that relate to safeguarding and child protection annually. Where an allegation of abuse is being made against the Headteacher/Head of service or Head of Care this must be reported to SENAD's proprietor DSLs as detailed above.
All employees undertake mandatory induction training which includes: KCSIE Part 1; The Child Protection & Safeguarding Policy; the Behaviour Policy; the Staff Code of Conduct; the response to CME; the role of the DSL, UK GDPR. Temporary and agency staff and volunteers are made aware of the school's arrangements for	All staff undertake set mandatory induction training using a mix of Virtual College and face to face training.

safeguarding & child protection and their responsibilities. The school will remedy any deficiencies or weaknesses brought to its attention without delay. Each school has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or Proprietors. The Nominated Proprietors for Safeguarding are responsible for liaising with the Headteacher/Head of Service/Head of Care and DSL over all matters regarding safeguarding and child protection issues. This role is strategic rather than operational – they are unlikely to be involved in the detail of concerns about individual children but can offer guidance and support as necessary.	Agency staff and volunteers complete an induction that includes our safeguarding arrangements and their responsibilities. Pegasus School follow policy 418 for dealing with allegations of abuse against members staff, visitors, volunteers or proprietors.

6.0 Safer Recruitment and selection

SENAD and its schools follow part 3 of 'Keeping Children Safe in Education 2025' and pays full regard to the 'Safer Recruitment' requirements including but not limited to:

Verifying candidates' identity and academic or vocational qualifications

Obtaining professional and character references

Checking previous employment history, including and gaps in work history

Ensuring that a candidate has the health and physical capacity for the job,

UK Right to Work

Clear, enhanced DBS check

Any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

Carrying out online searches as part of due diligence.

Evidence of these checks is recorded on the Single Central Record.

All recruitment materials will include reference to SENAD's commitment to safeguarding and promote the welfare and wellbeing of children

6.1 Induction

All staff will be made aware of systems within their setting which support safeguarding, and these are explained to them as part of the staff induction process.

6.2 Staff support

Safeguarding supervision will be offered to the Lead DSL and may be extended to other members of staff as deemed appropriate by the school and their particular circumstances.
DSLs will be supported to access training as appropriate including training in behaviour management and mental health.

All DSLs will be invited to contribute to any cross-school initiatives and training sessions, to share best practice and to offer support to other DSLs across the group as appropriate

This means that at SENAD the following Proprietor has overall responsibility and has undertaken appropriate training for the role

Victoria Finn
Director for Human Resources

The following proprietors have also undertaken safer recruitment training

Sara Forsyth
Mark Ryder
Kelly Watson

At **Pegasus** School the following staff have undertaken Safer Recruitment training:

Mitchell Hubbard, Claire Hancox, Chris Dean, Kelly Gleeson, Andrea Rowland, Kelly Bailey, Davina Trett, Charlotte Collins

At least one of these people will be involved in all staff recruitment processes and sit on the recruitment panel.

Local HR Managers will be responsible for the upkeep of the Single Central Record according to SENAD's policy **414**.

Checks of the SCR will be undertaken by School Headteachers/Heads of service, the Director for Education and the Human Resource Director.

Our staff induction process covers training in:
The Safeguarding & Child Protection policy
The Behaviour Policy
The Staff Code of Conduct
The safeguarding response to children who go missing from education/care
The role of the DSL (including the identity of the DSL and any deputies)
UK GDPR

A copy of part one of KSCIE is provided to staff at induction. (Paper or electronically) as part of their safeguarding induction. Other policies are available on the school's SharePoint system. New staff will be shown how to access this.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. Staff will be supported through opportunities for reflective practice including time to talk through all aspects of safeguarding work within the school and home with the DSL or at supervision and to seek further support as appropriate.

Pegasus attend the SENAD safeguarding forum to share best practice.

7.0 The role of the school in the prevention of abuse The safeguarding of children is everyone's responsibility **The golden rule is** **If in doubt, report it** This Child Protection & Safeguarding Policy cannot be separated from the general culture and ethos of the school, which should ensure that children: • are treated with respect and dignity • are taught to treat each other with respect • feel safe • have a voice and are listened to. Safeguarding issues will be addressed through the curriculum in an age-appropriate way. Staff will need to take into account the development level of the child and their preferred learning and communication style. Schemes of work will include opportunities to learn about: • healthy and respectful relationships • boundaries and consent • stereotyping, prejudice and equality • body confidence and self-esteem • how to recognise an abusive relationship, including coercive and controlling behaviour • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support. • Prevent and radicalisation • Online safety Working Together (2023) identified the introduction of new roles within local areas of individuals who will be available to assist with Early Help Assessments. Schools will need to make contact with their Lead Safeguarding partners (LSP): …as LSP's will be publishing their arrangements detailing which organisations and agencies they require to work with them as relevant agencies. Schools need to be included because of the	**This means at Pegasus School:** Staff will encourage children at Pegasus to attend school every day. Teachers will be made aware of the school's unauthorised absence and children missing from education procedures. We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being though carefully planned and resourced learning activities. Our curriculum and schemes of work will be fully inclusive and developed to be age and stage of development appropriate, with particular consideration given to children with SEND and other vulnerabilities. We recognise that our children have increased opportunities for off-site learning in their local environments. These activities are carefully planned with robust risk assessments that keep safety as a core consideration. We recognise the particular vulnerability of children who are looked after or who have a social worker. We recognise the additional vulnerability of children who have a history of past trauma and abuse. The LSPs for safeguarding partners are: Chief Executives of Local Authorities, Chief Executives of the ICBs, Chief Officers of police forces. The names of our LSP's and DSP's are here: derby-and-derbyshire-safeguarding-children-partnership-arrangements-final-march-2025.pdf

pivotal role they play in children's daily lives and amount of time they spend with them." Education providers also play a vital role in sharing and contributing to key information about children, including attendance data, exclusions, concerns about abuse, neglect, exploitation, and wider social and environmental factors including extra-familial contexts, which are a key aspect of keeping children safe.	

8.0 Online Safety We acknowledge that for many of our children being online can be positive experience. So much of our communication now happens online, either by messages, in a game or through a video call. Some online platforms like the apps, social media sites and games our children access can help them connect and make friends with new people that they might not know offline. SENAD and the staff in our schools play an important role in • helping our children to have positive experiences online through appropriate teaching and support • protecting children from the risks that exist by establishing some simple "rules" • providing children with the knowledge of where to go for help if they feel unsafe online • Ensuring all the necessary filters are in place to keep children as safe as possible on line • Keeping a record of any breaches and implement systems to avoid a repeat. NSPCC provides a helpful resource Online safety for children with SEND | NSPCC	**This means that at SENAD the person responsible for Filtering and Monitoring is** **Neil Owen** **(Group IT Manager)** And at Pegasus School the person who is responsible for filtering and monitoring is **Mitchell Hubbard** All staff will receive training so that they are able to support children to have safe online experiences Staff will adhere to the company and school policies on use of IT systems and the use of mobile phones within the workplace. The DSL will liaise with the Group IT manager to manage the increase in expectations and responsibilities around the schools filtering and monitoring IT systems. Schools, in partnership with the group IT manager will ensure they are compliant with the Filtering and Monitoring standards whilst being mindful of what is required for teaching purposes. Details here: Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) The DSL, in partnership with school-based IT staff, will develop a system for documenting any breaches to the filtering system and make a note of any actions taken. The monitoring record will be checked at least annually within school and by Proprietors on monitoring visits.

9.0 Behaviour and the use of reasonable force There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain a child. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent aggression or injury to themselves or another person. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom. Use of reasonable force in schools - GOV.UK (www.gov.uk)	**This means at Pegasus School:** By planning positive and proactive behaviour support, using the Non-Abusive Psychological and Physical Intervention (NAPPI) approach, the plan will be to reduce or eliminate the need to use reasonable force. School staff will follow a child's behaviour scale, will keep it under review and help the child to understand why a physical intervention might need to be used. Physical Interventions will ALWAYS be used as a last resort. We will write individual behaviour plans for our children and agree them with parents, guardians and other key people. We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect the staff and children. When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully. Full information can be found in Policy 515E – Positive Behaviour Support - including how to record incidents, debriefs and how to keep yourself, the child and others safe.
10.0 Safeguarding children who are vulnerable to radicalisation **10.1 The PREVENT Duty** From 1st July 2015, all educational establishments are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015) The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in Annex Three	**This means that in Pegasus School:** We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. See also Policy 703 SMSC including British Values Children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. More information can be found at East Midlands | Counter Terrorism Policing

10.2 CHANNEL Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Counter Terrorism Policing East Midlands (CTP EM), and it aims to: • Establish an effective multi-agency referral and intervention process to identify vulnerable individuals; • Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and • Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability. Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on **The Prevent Duty**. Advice template (publishing.service.gov.uk)	
11.0 Safeguarding children who are vulnerable to exploitation, trafficking, or so-called "honour based" abuse (including female genital mutilation and forced marriage) With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a staff member suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that staff member has a *statutory duty* to report it to the Police. Failure to report such cases will result in disciplinary action. The staff member will also discuss the situation with the DSL who will consult the local authority's children's services before a decision is made as to whether the mandatory reporting duty applies. Further information about FGM and indicators can be found in Annex Five	**This means that in Pegasus School we ensure:** Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible. All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around; • Forced marriage • FGM • Honour based abuse • Trafficking • Criminal exploitation and gang affiliation Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age and developmentally-appropriate way, in the schemes of work and their lesson plans.
12.0 Child on Child abuse Staff at SENAD schools have a zero-tolerance approach to sexual violence and sexual harassment. It is never passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Staff at SENAD schools recognise that children are capable of abusing other children, and that	**This means that at Pegasus School:** All staff receive training on child-on-child abuse. We adopt a whole school approach to tackling sexism. We fully understand that even if there are no reports of child-on-child abuse at the school or home it may be happening. As such all our staff and children are supported to:

this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, up skirting, sexual violence and harassment. Each school's values, ethos and behaviour policies provide the platform for staff and children to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child-on-child abuse i.e., that it is more likely that girls will be victims and boys' perpetrators. We recognise the impact of sexual violence and the fact young people can, and sometimes do, abuse other young people in this way.	• be alert to child-on-child abuse (including sexual harassment); • understand how the school and home views and responds to child-on-child abuse • stay safe and be confident that reports of such abuse will be taken seriously. • Understand intra-familial harms and that support may be needed for siblings. We do not tolerate instances of child-on-child abuse and will not pass it off as "banter", or "part of growing up". We recognise that child on child abuse can occur between and across different age ranges. We follow both national and local guidance and policies to support any child subject to child-on-child abuse. In assessing and responding to harmful sexualised behaviour, we will follow best practice guidance to enable provision of effective support to any child affected by this type of abuse. See Harmful sexual behaviour framework | NSPCC Learning (Hackett Continuum) And, CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course / Sexual behaviours traffic light tool This is 'a tool to identify, understand and respond to sexual behaviours in children and young people up to 18 years old. Curiosity about bodies and sex is a normal part of development. However, some sexual behaviours can be a sign of abuse or CSE (Child Sexual Exploitation). Brook's tool can help you know the difference' Where the victim asks school staff not to tell anyone about the sexual violence or sexual harassment, we recognise there are no easy or definitive answers to this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL (or a deputy) will balance the victim's wishes against their duty to protect the victim and other children.
13.0 Criminal exploitation **13.1 Child Sexual Exploitation (CSE)** This is a form of child sexual abuse and occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity often in exchange for something the victim needs or wants.	**This means that in Pegasus School we will:** Notice and listen to children showing signs of being drawn in to anti-social or criminal behaviour. Be aware that a child may have been involved in CSE or CCE prior to joining our school.

13.2 Child Criminal Exploitation (CCE) Criminal exploitation occurs when a child is forced or manipulated to participate in a criminal activity. It can be in the form of transporting drugs or money - known as County Lines – committing vehicle crime of shop-lifting. Further indicators can be found in Annex four	Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation within the school and our local communities. Recognise that prevention is the best position with regard to CSE/CCE. We will support children to develop confidence and build resilience. We will endeavour to support their age and needs appropriate knowledge and raise awareness and understanding of what CSE/CCE is, to understand the risks of CSE/CCE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.
14.0 Dealing with disclosure of abuse against a child It is not the role of school staff to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Employees <u>should never</u> attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC**.** Staff should be aware that not all children will feel ready to talk about their abuse. However, they should be mindful of the importance of professional curiosity, supportive relationships and speaking to the DSL whenever they have a concern, even when a child hasn't made a direct disclosure. **14.1 Immediately after a disclosure** You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to the school's Designated Safeguarding lead who will then decide if it should be referred to the local authority children's services without delay. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL.	**This means that at Pegasus School, staff will remember that when a child talks to them about abuse, they will:** • Not communicate shock, anger or embarrassment. • Stay calm • Reassure the child. Tell them you are pleased that they are speaking to you. • Never enter into a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why. • Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed. • Tell the child that it is not their fault. • Encourage the child to talk but do not ask "leading questions" or press for information. • Listen and remember. • Check that you have understood correctly what the child is trying to tell you. • Praise the child for telling you. Communicate that they have a right to be safe and protected. • Do not tell the child that what they experienced is dirty, naughty or bad. • It is inappropriate to make any comments about the alleged offender. • Be aware that the child may retract what they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure. • At the end of the conversation, tell the child again who you are going to tell and

14.2 Records and monitoring A written record of any concerns about a child will be made within 24 hours. Pegasus School uses CPOMS for recording and monitoring child protection and other safeguarding issues. Records will comprise a mixture of directly recorded information, uploads of electronic documents and other evidence where appropriate. All records will provide a factual and evidence-based account with accurate recording of any actions. Records will identify the person making the record, be dated and, where appropriate, be witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. At no time should an individual staff member be asked to or consider taking photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the employee being taken into managing allegations procedures. The body map approach should be used. The school will keep all records of concerns about children even where there is no need to refer the matter to the Local Authority Designated Officer. Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect. When children leave the school/home, the DSL should ensure the child protection file is transferred to the new setting as soon as possible (this should be as soon as possible and no later than 15 working days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.	why that person or those people need to know. • As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. • If the disclosure relates to a physical injury **do not** photograph the injury but record in writing as much detail as possible. **Any concerns should be reported and recorded without delay to the DSL using the ABC procedure shown in Annex One** The threshold document should be referred to for the relevant the Local Authority – DDSP is found here: ddscp-threshold-document-final-december-2024.pdf to support decision making if the
15.0 Information Sharing **15.1 Parents/Guardians.** In general, the DSL or their Deputy will discuss with the parents/guardians the circumstances surrounding the safeguarding concern and referral. All contact will be noted onto the school's recording system.	**This means that at Pegasus School the DSL will:** Keep parents informed of the allegation and the steps being taken by the school where it is appropriate for parents to have the information.

There may be circumstances where the DSL chooses not to discuss with parents/guardians because it is considered that contacting them may increase the risk of significant harm to the child. The DSL will make this decision. Parents/Guardians and social workers will be informed about the school's child protection and safeguarding policy and who to contact about concerns, through the SENAD website and as part of the child's transition to the school. **15.2 OFSTED (care).** If there is a safeguarding concern that is referred to the Local Authority Designated Officer (LADO)/ Social Worker or Multi Agency Safeguarding Hub (MASH) team, it will be reported to OFSTED. The Head of Care, in discussion with the DSL will complete this report within 24 hours of the incident occurring.	Inform the child's social worker of the allegation as soon as possible. The DSL will determine who would be the best person to discuss this with the social worker and with parents Keep SENAD Proprietors informed by using the notify@senadgroup.com email address to inform them of any safeguarding issues or to ask for further advice and guidance if there is no-one on site who can help. This email address is monitored at all times. Local Safeguarding Boards. Pegasus School and SENAD will continue to work in partnership with Starting Point contact and referral service - Derbyshire County Council and follow local direction led by them
16.0 Responding to an allegation about a member of staff The procedures in Annex 1 must be used in any case where it is alleged that a member of staff, proprietor, contractor, visitor, other professional or volunteer has: • Behaved in a way that has harmed a child or may have harmed a child • Possibly committed a criminal offence against or related to a child • Behaved towards a child or children in a way that indicated they may pose a risk of harm to children. This applies to anyone working in the school/home who has behaved, or may have behaved, **in a way that indicates they may not be suitable to work with children**. **16.1 Abuse and Neglect.** Knowing what to look for is vital in protecting the children in our schools and homes. Abuse can take place on-line, or technology may be used to facilitate offline abuse. Inappropriate behaviour by staff/volunteers could take the following forms: **Abuse:** this is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact	**This means that at Pegasus School:** All staff will report any potential safeguarding concerns about an individual's behaviour towards children and young people **immediately**. If a child makes an allegation about a member of staff (or visitor or volunteer) the DSL or in their absence, the headteacher/head of service must be informed immediately. The DSL will carry out an urgent initial "fact finding" in order to establish whether there is substance to the allegation. The DSL will liaise with their HR Manager. The Local Authority Designated Officer (LADO) will be contacted and will agree on any action required. At this stage the DSL will discuss the actions with the Headteacher and, having gathered together the reports will be accountable for their professional judgement on the actions to be taken: • If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the DSL will notify the Local Authority Designated Officer (LADO). The LADO will liaise with the DSL and advise about action to be taken and may initiate internal referrals

on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts 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. Children may be abused by an adult or adults, or another child or children **Physical** For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling. **Emotional** For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. **Sexual** For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape. **Neglect** For example, failing to act to protect children, failing to seek medical attention or failure to carry out an appropriate risk assessment. Full signs and indicators can be found in Annex Two Children may be abused by other children or by adults; in a family or in an institution or community setting by those known to them or, more rarely, by others. The DSL has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child may not meet the safeguarding threshold for the host Local Authority.	within the local authority to address the needs of children likely to have been affected. • If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the child, these should be addressed through the school's own internal procedures. • If the DSL decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on **CPOMS**. The allegation should be removed from personnel records. The DSL will appoint an appropriate manager to conduct the investigation and will ensure that all investigations, including for agency staff, are completed and recorded appropriately. If the concern relates to the Headteacher it will be reported to a SENAD Director immediately. If a concern relates to a senior member of Vernon Gate central team, it will be reported immediately to the Chief Executive Officer (CEO) Richard Atkinson, who will liaise with the LADO and they will decide on any action required. The CEO will also liaise with other Directors as appropriate. The DSL will decide whether the concern is an allegation or low-level concern and follow up with the appropriate action.
17.0 low level allegations or concerns about a member of staff Concerns may be described as "low-level" if the concern does not meet the criteria for an allegation and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to: • being over friendly with children	**This means that in Pegasus School staff:** Must report any potential low-level concerns about an individual's behaviour towards children immediately to the DSL. If the concern has been raised by a third party, the DSL should collect as much evidence as possible by speaking

• having favourites • taking photographs of children on their mobile phone • engaging with a child on a one-to-one basis in a secluded area or behind a closed door • using inappropriate sexualised, intimidating or offensive language • Using social media to contact children privately • Humiliating children Reports about agency staff or contractors should be notified to their employers so any patterns of inappropriate behaviour can be identified.	• directly to the person who raised the concern, unless it has been raised anonymously • to the individual involved. Any witnesses' conversations should be documented using agreed systems • Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified • The role of the on-site HR manager will be important in supporting this process. • If further concerns are identified and behaviour now meets the criteria for referral, the DSL must refer it to the Local Authority Designated Officer (LADO). Where there are doubts about a concern meeting the threshold, the DSL can get further advice from the LADO.

For Pegasus School further information regarding safeguarding can be found here

www.ddscp.org.uk

The Designated Safeguarding Lead for the school is Mitchell Hubbard

He can be contacted on
Tel: 01283 761352 ext 15007

Email: Mitchell.hubbard@Senadgroup.com

Annex One

Key Procedures

If you are not sure, ask a manager or the Senior on Duty or contact notify@senadgroup.com where a SENAD Director will be available to advise

Responding to Concerns about a child

✓ You do this by following our ABC flow chart procedure below
✓ You do this without delay
✓ You ensure that the child is safe from harm now and continues to remain safe from harm
✓ You ensure that the concern is reported and is documented

At Pegasus School, we use **CPOMS** to document all safeguarding allegations or incidents. Access and training to use this system will be included as part of initial safeguarding Induction.

YOU WILL…

1. Make the child safe and ensure they are no longer at risk.

2. Speak to the DSL on Duty immediately if you think necessary. Do NOT delay!

3. Complete a **CPOMS** entry as soon as possible. There should be no delay in reporting. If you have a concern that is serious enough to require immediate action, you MUST speak to a Designated Safeguard Lead immediately. If it is an evening or weekend there will be a DSL on duty but you may need to speak to the Senior on Duty who will escalate to a DSL as needs be.

4. If the concern is regarding the Head Teacher or Registered Manager of Care, the issue is escalated to SENAD. The Proprietors who are Designated Safeguarding Leads for SENAD are:

Mark Ryder, Group Director of Children's Social Care
Sara Forsyth Group Director of Education
Nina Sharpe Group Adult Care Director
Victoria Finn Group HR Director

Remember:
• Keep it confidential
• No leading questions
• Reassure the child
• Don't promise confidentiality to the young person, explain that you will need to share information with appropriate adults if required
• Do not discuss with others (staff, parents, etc.)

THE DESIGNATED SAFEGUARDING LEAD will then . . .
1. Make sure the child is safe.
2. Acknowledge the entry on **CPOMS**.
3. Clarify the information.
4. Formulate a plan of action.
5. Discuss with other DSLs or consult the Lead Designated Safeguard Lead.

THE DESIGNATED SAFEGUARDING LEAD will if required. . ..
• Refer to Derbyshire Local Area Safeguarding Board as well as the placing authority of the child.
• If the concerns refer to a position of trust, then contact the Local Authority Designated Officer.
• Liaise with multi- agencies.
• Follow recommendations from the LADO who may investigate further.
• Inform the Head Teacher and other Designated Safeguarding Officers as appropriate.
• Provide feedback to the staff member that made the referral and other relevant others.

THE DESIGNATED SAFEGUARDING LEAD will also:
• Keep a record of all communications, actions and events.
• Inform the relevant social worker.
• Inform parents (unless the allegation is against them). Feedback as appropriate.
• Ensure that KCSIE 2025 Part 4 (Pg. 93) is complied with, using the support of the Group HR Director with regards to the implications and welfare considerations of staff the subject of an allegation.

At Pegasus School we also use this procedure for a child who is over 18 as they will also be vulnerable. For a young person who is over 18, we would involve www.derbyshiresab.org.uk

Safeguarding is everyone's responsibility

You always ask two questions:
Q1: Is the child safe right now?
If YES – then continue to KEEP the child safe
If No – Then MAKE THEM SAFE from harm right now!
Q2: Who do we need to tell about this?

If you're an adult working with the child

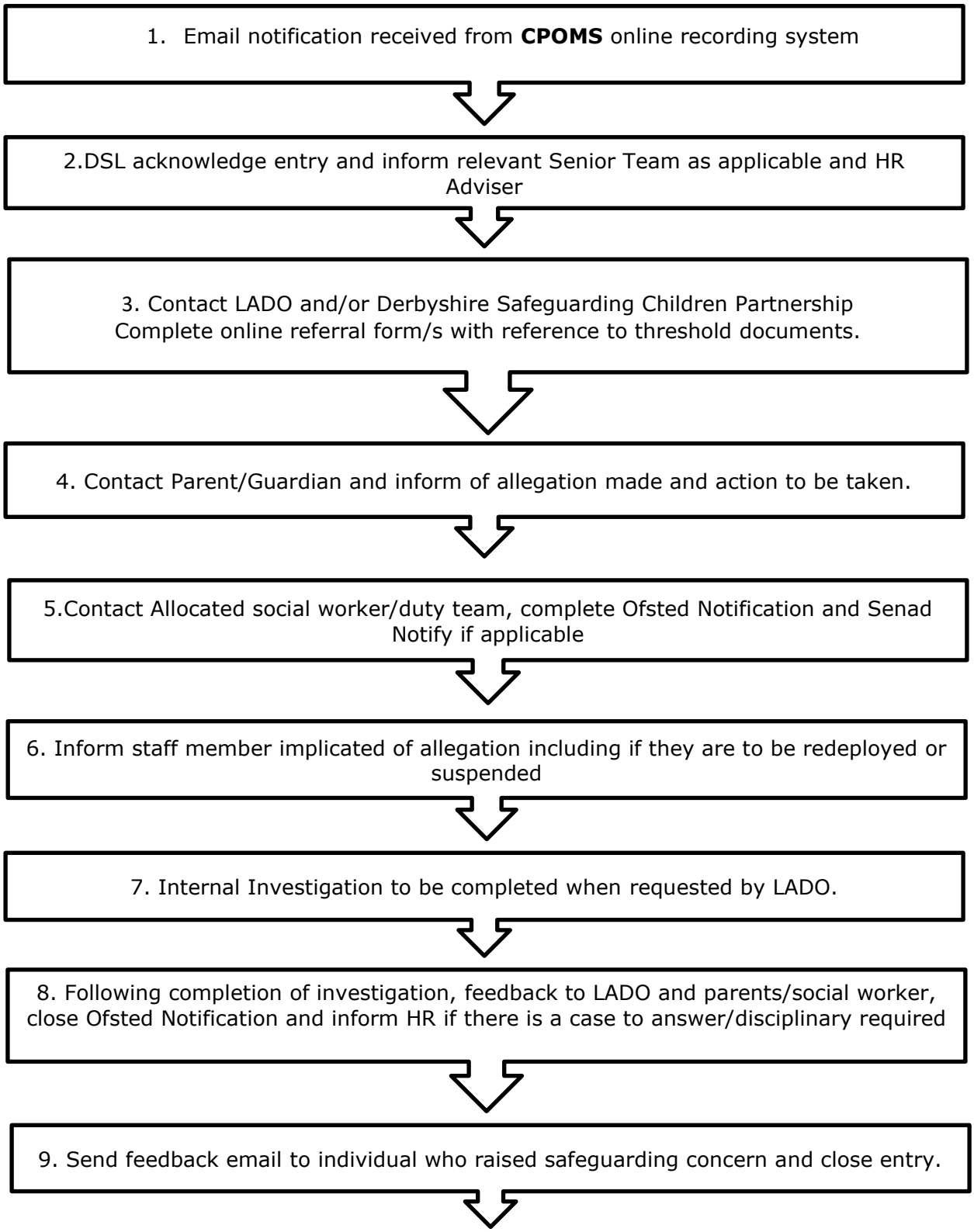
- ✓ report it by completing a CPOMS entry – do this without delay and be clear and objective in what you have seen/heard.
- ✓ Inform the DSL or the senior on Duty

If you're the DSL/Manager

- ✓ report it using the Pegasus School flowchart
- ✓ **AND** notify the allocated social worker or duty team of the young person's Local Authority (if it meets the threshold)
- ✓ **AND** notify Derbyshire Safeguarding Children Partnership by completing the online referral form (if it meets the threshold)
- ✓ **AND** notify the parents (unless specific reason not to)
- ✓ Notify Ofsted (if it meets the threshold)
- ✓ Add these actions to CPOMS entry
- ✓ Notify SENAD where necessary thresholds are met (if in doubt speak to Mark Ryder or Sara Forsyth)

If in doubt report it!

Designated Safeguarding Leads reporting flowchart:



Safeguarding Procedure Flowchart

If you are worried tell the Pegasus School Safeguarding Team without delay

If you have a concern, speak to a manager as soon as possible.

You can also contact the Senior on Call to discuss your concerns. Please check the rota or with the Senior on Duty to find out who is On Call.

If you have spoken to the Pegasus School Safeguarding Team and you are still not happy with how your concern has been dealt with, you can escalate your concern to **Mitchell Hubbard** by emailing

mitchell.hubbard@senadgroup.com

If you are still not happy, your concern can be escalated to

Mark Ryder, Director of Children's Social Care:
07719940613
mark.ryder@senadgroup.com OR

Sara Forsyth, Director of Education:
07702202775
sara.forsyth@senadgroup.com OR

notify@senadgroup.com

Also, Derbyshire Safeguarding Children Partnership at:
ddspc@derby.gov.uk

Finally, your concern can be raised with

- ✓ Ofsted: 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm) whistleblowing@ofsted.gov.uk
- ✓ WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD,
- ✓ The Children's Commissioner: 0800 528 0731 | advice.team@child
- ✓ Or with NSPCC whistleblower advice line: tel:0800 028 0285 or help@NSPCC.org.uk

Annex Two

Definitions and indicators of abuse

1. Neglect

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

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

2. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or when a child witnesses physical abuse of another family member.

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

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

- Isolation from peers

3. Sexual abuse

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

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

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

4. Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse that can happen to any young person. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- In exchange for something the victim needs or wants, and/or
- For financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited. The presence of any significant indicator for sexual exploitation should trigger a referral to local authority children's services. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and

- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and county lines)

5. Emotional abuse

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

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

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

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

6. Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. Witnessing the domestic abuse of another person is a key indicator of abuse.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

7. Responses from parents/carers

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

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

8. Special Education Needs & Disabled children or certain health conditions

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

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Inappropriate invasive procedures.

All schools will be mindful that children with SEND may require extra support to access preventative work in the curriculum to help safeguard them. Such children are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse.

We know that additional barriers can exist when recognising abuse and neglect in this group of children which include:

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

- being more prone to peer group isolation than other children;

Because of these vulnerabilities, we will consider on a case-by-case basis, the level of pastoral support needed for children with SEN and disabilities, along with ensuring any appropriate support for communication is in place.

Senior leaders and DSL will work closely together to ensure all staff are supported to understand the additional vulnerabilities of SEND children, including issues of cognitive understanding.

9. Extra-familial harm

All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Annex Three

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSIE 2025 as:
The process of a person legitimising support for, or use of, terrorist violence. (P157)

2. Extremism is defined by the government in the Prevent Strategy and KCSIE 25 as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. KCSIE 2025 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

6. Indicators of vulnerability include:

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

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

7. More critical risk factors could include:

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

Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for Pegasus School is responsible for:

- Ensuring that school/care staff are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the school in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's PSE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism
- Acting as the first point of contact within school for case discussions relating to children
- Collating relevant information in relation to referrals of vulnerable children into the Channel1 process
- Attending Channel meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel co-ordinator and sharing any relevant additional information in a timely manner.

Annex Four

Child Criminal Exploitation (CCE)

Pegasus School adheres to the local safeguarding partnership procedure in relation to CCE.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

a) in exchange for something the victim needs or wants, and/or
b) for the financial or other advantage of the perpetrator or facilitator and/or
c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.
-

Staff at Pegasus School recognise that prevention is the best position with regard to CCE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age-appropriate knowledge and raise awareness and understanding of what CCE is, to understand the risks of CCE and to spot the warning signs for themselves and also their friends and peers and by doing so, know how to keep safe. Much of this work will be through our RSE and PSHE curriculum.

If prevention is not possible, we aim to identify children who are at risk of, or are being exploited very early, intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others. We aim to have a culture where the welfare of children is actively promoted and employees and children are vigilant. As part of this children will feel listened to and safe.

Annex Five

Female Genital Mutilation

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

SENAD staff need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances' disclosures should still be handled in line with wider safeguarding responsibilities.

The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all employees and the nominated proprietors for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- Parents who wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays).
- A child may talk about 'special female visitors' or 'elder' who are staying with the family, especially during the 'cutting season'
- A child may confide that she is to have a 'special procedure' or to attend a special occasion or celebration to become a woman
- A child may request help, directly or indirectly, from a teacher or another adult
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family
- A girl is withdrawn from PSHE/SRE without any specific reason being given
- Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems

- Prolonged or repeated absence, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girls return.
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.

Where it is suspected that a girl may have undergone or is likely to undergo FGM, employees must share concerns with the DSL who in turn should consult the LADO.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47 of the children's Act (1989)
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific *legal* duty on *teachers*. If a *teacher,* in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher *must* report this to the police.

Annex Six

Online Safety

Staff at Pegasus School ensure that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including child sexual exploitation; radicalisation and sexual predation.

Our children are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Online safety covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to consider the increasing mobility of access to digital technology through the range of mobile devices.

We recognise that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks.

We will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our school. This also forms part of our school's protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires our schools to ensure that children are safe from terrorist and extremist material on the internet.

SENAD and Pegasus School will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the IT systems and technology that can be used online. SENAD uses the filtering software WatchGuard. It is regularly reviewed for effectiveness and updated as required by SENAD's Group IT manager Neil Owen. However, some children are able to access the internet using their own data plan. At Pegasus School we do not allow children to have mobile phones in school. If children do bring in mobile phone devices, the device will be stored securely in the classroom. For children who reside in the children's home, they will be required to leave their mobile devices in their bedroom.

Staff in our school recognise that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunities to teach children about keeping safe online.

We observe our responsibilities under the relevant Data Protection Act and DfE Guidance Document Teaching Online Safety in Schools (2023)
Teaching online safety in schools - GOV.UK (www.gov.uk)

Annex Seven

Reporting and Recording at Pegasus School

At Pegasus School we use **CPOMS** online system for recording all safeguarding concerns.

New staff will be taught how to use the system during their induction training. There will be annual refresher courses for staff.

The nominated staff member for Pegasus School who will lead on all training is

Mitchell Hubbard

In addition, The SENAD group has a nominated "Super-User" who can be called on for further advice and guidance on how to use CPOMS. This is

Kay Tunstall – Group wide.
Claire Hancox – School.

When you complete a form on **CPOMS** the DSL/DDSL will receive a notification that a safeguarding concern has been raised. You should receive a response within 24 hours from the DSL/DDSL. If you do not receive a response within the timescale, you must follow this up verbally with the DSL to ensure that appropriate and timely action is being taken.

The record will remain on **CPOMS** and will be added to as further actions are taken, producing a chronological record. This record will remain "live" until closed out by the DSL as a result of No Further Action or conclusion of the investigation and subsequent actions.

You will receive feedback and a de-brief at the conclusion of a safeguarding referral that you reported.

If required, the DSL will support you in completing the on-line record. If you feel you need further training, please raise this with your line manager and/or during your supervision meeting.

Senior Leaders within the school and home are able to monitor the records and reports on **CPOMS** and may from time-to-time request further clarification from you. The information from **CPOMS** also informs future development and learning needs for the school.

Directors will monitor safeguarding records and reports remotely and will collate information and data to track trends and ensure compliance and for quality assurance. In addition, data will be used to inform training needs for the organisation.

Annex Eight

Further reading and information	
Abuse/Domestic Abuse	https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/ https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 https://www.gov.uk/guidance/domestic-abuse-how-to-get-help https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief https://www.gov.uk/government/collections/disrespect-nobody-campaign https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy https://stopabusetogether.campaign.gov.uk/ The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247
Bullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Children and the Courts/ Family members in prison	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds https://www.nicco.org.uk/
Child Exploitation	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
Children Missing from Education, Home or Care	https://www.gov.uk/government/publications/children-missing-education https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care https://www.gov.uk/government/publications/missing-children-and-adults-strategy
Designated Safeguarding Lead	Named child protection or safeguarding lead | NSPCC Learning
Drugs	https://www.gov.uk/government/publications/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives/from-harm-to-hope-a-10-year-drugs-plan-to-cut-crime-and-save-lives https://www.talktofrank.com/
Female Genital Mutilation	https://www.gov.uk/government/collections/female-genital-mutilation https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack
Forced Marriage	https://www.gov.uk/guidance/forced-marriage https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage
Homelessness	https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities
Health & Wellbeing	https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/
Online	https://www.childnet.com/resources/cyberbullying-guidance-for-schools http://www.educateagainsthate.com/ https://digisafe.lgfl.net/ https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools https://www.saferrecruitmentconsortium.org/ http://www.gov.uk/government/publications/searching-screening-and-confiscation http://www.swgfl.org.uk/ https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation https://www.gov.uk/government/publications/ukcis-online-safety-audit-tool

	https://www.gov.uk/government/collections/online-safety-guidance-if-you-own-or-manage-an-online-platform https://www.saferinternet.org.uk/advice-centre/parents-and-carers https://www.childline.org.uk/ https://reportharmfulcontent.com/ https://www.ceop.police.uk/safety-centre/ https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit https://parentzone.org.uk/
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering http://privatefostering.org.uk/ https://www.ecpat.org.uk/News/dfe-training-for-foster-carers
Police and Criminal Evidence Act (PACE) code 2019	https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible
Radicalisation	https://www.gov.uk/government/publications/prevent-duty-guidance https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty http://educateagainsthate.com/ https://prevent.lgfl.net/
Serious Violence	https://www.gov.uk/government/publications/serious-violence-strategy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819840/analysis-of-indicators-of-serious-violence-horr110.pdf https://gbr01.safelinks.protection.outlook.com/ https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations
Sexual Violence & Harassment Harmful Sexual Behaviour Support for Victims Sharing Nudes and Semi-nudes	https://www.barnardos.org.uk/ https://www.lucyfaithfull.org.uk/ https://www.mariecollinsfoundation.org.uk/ https://www.nspcc.org.uk/ https://www.saferinternet.org.uk/ https://rapecrisis.org.uk/ https://www.nice.org.uk/guidance/ng55 https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/ https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/ http://www.anti-bullyingalliance.org.uk / https://www.thesurvivorstrust.org/ https://www.victimsupport.org.uk/ Childline | Childline https://sexting.lgfl.net/ https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
KCSIE 2025	Keeping Children Safe in Education 2025
Working together to safeguard children	Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)