EDGEWOOD SCHOOL
part of the SENAD Group

506EWS

Child Protection and Safeguarding Policy – Edgewood School

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Related Policies and Guidance Documents	See list on Page 3
Legislation	Relationships Education, Relationships and Sex Education (RSE) and Health Education Keeping children safe in education 2026 Working together to safeguard children 2023: statutory guidance Generative artificial intelligence (AI) in education - GOV.UK Data protection in schools - Guidance - GOV.UK Generative AI: product safety expectations - GOV.UK Plan technology for your school - GOV.UK Working together to improve school attendance Data (Use and Access) Act 2025
Responsible Person	Jon Byrne/Sara Forsyth
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January 2026	Removed SP throughout – replaced with SF and correct phone number; updated links
September 2026	Updated all references to KCSIE 2026; Updated Legislation relating to policy Separated Annex Information (renamed Policy 506E Annex Information) and added hyperlink to document **P1** Added Hope House School **P2** Altered page numbers and Annex Info table **P4** added information on young carers and early warning signs **P7** Added information about DSL absence cover **P12** Added bullet point relating to racism, misogyny, misandry **P14** Added information linked to regulations on toilets, changing rooms **P16** Added information linked to HSB **P31** Added information linked to Modern Slavery
September 2026	Updated for Edgewood

Edgewood School - 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
Maple View School
Bladon House School
Hope House School
Pegasus School
Edgewood 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 2026. and Working Together to Safeguard Children

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	Guidance This can be accessed via Policy 506G ANNEX INFORMATION
Annex	
1	Key Procedures
2	Definitions and indicators of abuse
3	Indicators of vulnerability to radicalisation
4	Child Criminal Exploitation – indicators
5	Female Genital Mutilation
6	Online Safety
7	Reporting and Recording systems
8	Further reading and information

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 (for adults)
Safe Handling of Medication (Policy 306, 217 and appendices)
Handling of Clients Monies/Funds (Policy 606 and 511)
Risk Assessments (Policy 217 and forms also)
Privacy and Confidentiality of our clients' needs and information (Policy 517)
Visitors (Policy 525)
Searching a Young Persons Belongings (Policy 521)
Tackling Extremism and Radicalisation (507)
Anti-Bullying (Policy 502)
Complaint Processes (Policies 714 and 519)
Online Safety (Policy 510)
Physical Interventions Policy 516
Whistleblowing Policy 413
Positive Behaviour Support (515) and Physical Interventions (516)
Safe Touch and Relationships (518)
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)

For a full list please refer to Policy 500

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, inside or outside the home, including online • 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 • Taking action to enable all children to have the best outcomes • Preventing impairment of children's mental and physical health or development • Providing help and support to meet the needs of children as soon as problems emerge • Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care • Acting to enable all children to have the best outcomes Children includes everyone under the age of 18. 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)2026. Keeping children safe in education - GOV.UK (www.gov.uk) 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) All staff should read and understand Keeping Children Safe in Education 2026 Part One in full: Statutory Guidance for Schools and Colleges- Information for all school and college staff KCSIE Part 1 Keeping children safe in education 2026: part one information for all school and college staff	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, neglect and exploitation. • Our children who are young carers have the right to early identification and support that recognises how their caring responsibilities can impact their attendance and wellbeing • 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 and where they live. • 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 as soon as problems emerge, including identifying early warning signs (such as withdrawal or ongoing sleep issues) and understanding when mental health needs may escalate into a safeguarding concern, such as self-harm, suicidal ideation, or making plans to end their life • 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 2026 The Education Act 2002 S175 Education Act 2002 (legislation.gov.uk) *The Children Act 1989/2004* Children Act 1989 (legislation.gov.uk)	At Edgewood School the following people will take the lead in these areas *Our Designated Safeguarding lead (DSL) is* Name: Jon Byrne tel: 01604931497 email: jon.byrne@senadgroup.com *Our Deputy designated safeguarding leads (DDSL) are* Name: Lisa Sheraton

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 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 Prevent duty: risk assessment templates - GOV.UK (www.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* Relationships Education, Relationships and Sex Education and Health Education guidance Teaching Online Safety in Schools 2023 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 https://www.legislation.gov.uk/ukpga/2018/12/contents *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 Filtering and Monitoring Standards for Schools and colleges March 2025 Updates - Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK Children's social care national framework (publishing.service.gov.uk) School's causing concern guidance on Intervention Jan 2024 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 May 2024 Information sharing: advice for practitioners (publishing.service.gov.uk) Online Safety Act 2023 Online Safety Act 2023 (legislation.gov.uk)	Tel: 01604931497 Email: lisa.sheraton@senadgroup.com Name: Lisa Groves Tel: 01604931497 Email: lisa.groves@senadgroup.com *Our Designated Teacher for Looked After and Post-Looked After Children is:* Name: Jon Byrne tel: 01604931497 email: jon.byrne@senadgroup.com *Our lead for mental health is:* Name: Lisa sheraton tel: 01604931497 email: lisa.sheraton@senadgroup.com *Our trusted adult for LGBT children is:* Name: Lisa Groves Tel: Email:Lisa.groves@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 Our Local Authority Designated Officer (LADO) Andy Smith – 07850 854 309 Sian Edwards – 07738 636 449 Francesca Hamilton – 07443 348 418

2.0 Overall Aims	This means that at SENAD schools, the staff will:
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	• 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	To achieve this, we will
We believe that Children should never experience abuse, neglect or exploitation 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	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.

Staff should be equipped with the knowledge and skills to recognise signs of abuse, neglect and exploitation 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)	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, neglect and/or exploitation. 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.

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, neglect and/or exploitation (See Annex Two for current definitions and indicators) Record concerns and give the record directly to the DSL or deputy DSL Deal with disclosures of abuse, neglect and/or exploitation from children in line with the guidance in Annex 7 informing the DSL immediately and providing a written account 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 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)** The DSL will be a member of the Senior Leadership Team. The school will implement robust cover arrangements for when the DSL is unavailable (e.g., due to illness or leave). This includes a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are monitored and acted upon without delay. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection	**In Edgewood School the DSL team are:** **Lead: Jon Byrne** **Deputies: Lisa Sheraton, Lisa Groves** 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

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.
- 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

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.

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

see also

Young witness booklet for 5 to 11 year olds - GOV.UK (www.gov.uk)
Young witness booklet for 12 to 17 year olds - GOV.UK (www.gov.uk)

In Edgewood School the Designated Teacher is:

Jon Byrne

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)

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, kinship care arrangements or child arrangement orders or who were adopted from state care outside England and Wales. 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.	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 Designated Teacher will liaise, as necessary, with relevant agencies. **At SENAD this means that:** All Proprietors must read part 2 of 'KCSIE 2026' Keeping children safe in education 2026 Our nominated Proprietors for safeguarding and child protection are: **Sara Forsyth** **Mark Ryder** 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 DSLs as detailed above.
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 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. 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	

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.	
6.0 Safer Recruitment and selection SENAD and its schools follow part 3 of 'Keeping Children Safe in Education 2026' 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. The Information Commissioner has published guidance on employment records in its, *The Information Commissioner Employment Practices Code* which provides some practical advice on record retention Microsoft Word - hra.doc	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** This means that at Edgewood School The following school staff have undertaken Safer Recruitment training: **Jon Byrne** **Catherine Pratt** **Lisa Sheraton** **Hannah Everitt** 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

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	A copy of part one of KSCIE is provided to staff at induction. (Paper or Electronically). 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
7.0 The role of the school in the prevention of abuse, neglect and exploitation 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: • develop the skills that form the basis of healthy and respectful relationships • boundaries and consent • Kindness in relationships • stereotyping, prejudice and equality • body confidence and self-esteem • how to recognise an abusive relationship, including coercive and controlling behaviour and know how to report concerns • what constitutes sexual harassment and sexual violence and why these are always unacceptable and are ever the fault of the person experiencing it.	**This means at Edgewood School:** Staff will encourage children at 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 vulnerabilities of children who have a social worker and children in kinship care. The role of the virtual School Head is important; school leaders should refer to the guidance Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK School staff will be alert for the need for early help for children who: Are frequently missing from school and or care Are often missing from home Are at risk of multiple suspensions is at risk of permanent exclusion from school or college

• the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support • Prevent and radicalisation • Online safety • Tackling racism, misogyny and misandry The Working Together document has 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 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.	Have experienced multiple suspensions Has a parent in custody or is affected by their parental offending. The School's Designated Safeguarding Lead will identify and make contact with the Lead Safeguarding Partners from their local area to discuss how they will work in partnership. School leaders must have regard to Working together to improve school attendance as part of their efforts to maintain high level so of attendance For children who are absent from education, school leaders will put a plan in place to ensure improvement. Where there are additional safeguarding concerns, schools must work with local children's services
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 • Teaching the 4C's of online risk, **content, contact, conduct** and **commerce.** This includes misinformation, disinformation, fake news and conspiracy theories. • 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	**This means that at SENAD the person responsible for Filtering and Monitoring is** **Neil Owen** **(Group IT Manager)** And at Edgewood School the person who is responsible for filtering and monitoring is **Jon Byrne** All staff will receive training so that they are able to support children to have safe online experiences using the guidance found in the following Plan technology for your school - GOV.UK Staff will adhere to the company and school policies on use of IT systems, including artificial intelligence and the use of mobile phones within the workplace. The DSL will liaise with the Group IT manager and Leigh Moss to understand the new requirements of KCSIE 2026, in particular the increased expectations and responsibilities around the schools filtering and monitoring IT systems. The SLT member responsible for filtering and monitoring must carry out a review of the system's effectiveness at least once every academic year, keeping a record of these checks

Online safety for children with SEND | NSPCC Online Safety Act Online Safety Act 2023 See also Educate Against Hate - Prevent Radicalisation & Extremism Artificial Intelligence Generative artificial intelligence (AI) in education - GOV.UK Generative AI: product safety expectations - GOV.UK And the guidance and recommendations of SENAD's AI steering group SENAD schools aim to be mobile-free environment. We are mindful of the expectation that schools are mobile phone-free environments, with pupils ideally not having access to devices throughout the school day (unless there is a specific rationale to not comply).	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) including 2025 updates 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. School leaders will ensure that all staff are aware of the requirements and recommendations of SENAD's AI steering group, using only agreed systems and programmes and working within the spirit of the AI policy
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. Restrictive interventions, including use of reasonable force, in schools	**This means at Edgewood 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 515 – Positive Behaviour Support - including how to record incidents, debriefs and how to keep yourself, the child and others safe.

10 School Premises Regulations and Safeguarding Requirements Relating to School Premises: Schools must not allow children into toilets designated for the opposite biological sex. Separate toilets must be provided for biological boys and girls aged 8 and over. Children aged 11 and over must not undress in front of a child of the opposite biological sex in changing rooms or showers	**This means at Edgewood School:** We will provide adequate numbers of changing rooms and toilets that have either a designated biological sex or are non-designated but individual access.
11. Safeguarding children who are vulnerable to radicalisation **11.1 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 from 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 activities to support terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Updated definitions of radicalisation, extremism and terrorism and indicators of vulnerability to radicalisation can be found in Annex 3. **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), East Midlands | Counter Terrorism Policing 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. Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK	**This means that in Edgewood 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

12.0 Safeguarding children who are vulnerable to all forms of sexual harassment, and abuse, and how to access support. 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 Support and guidance for young people can be found here Home - Shore The school will follow a very careful approach regarding requests for support with social transition. We will not initiate action; we will prioritize the best interests of the child and other children, and engage parents/carers as a matter of priority	**This means that in Edgewood 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; • Sexual consent and sexual exploitation • Abuse • Grooming • Harassment • Domestic abuse • Forced marriage • FGM • Honour based violence • 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.
13.0 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 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. Staff recognise that child-on-child abuse exists on a progressive continuum from harmful sexual behaviour (HSB) through to sexual violence. All incidents involving the sharing of nudes or semi-	**This means that at Edgewood 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: • 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

nudes—regardless of whether they are consensual or non-consensual—require a safeguarding response	enable provision of effective support to any child affected by this type of abuse. See Harmful sexual behaviour framework | NSPCC Learning (Hackett Continuum) And, download.asp (southdarley.derbyshire.sch.uk) (Carson Aim Model) 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.
14.0 Criminal exploitation **14.1 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. **14.2 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 or shop-lifting. Further indicators can be found in Annex four	**This means that in Edgewood 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. 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.
15.0 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 should never 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	**This means that at Edgewood 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.

curiosity, supportive relationships and speaking to the DSL whenever they have a concern, even when a child hasn't made a direct disclosure.

15.1 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.

15.2 Records and monitoring

A written record of any concerns about a child will be made within 24 hours. Edgewood 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, neglect or exploitation.

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.

- 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 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

School leaders will ensure that appropriate record are kept securely for all concerns. These will be checked regularly by the DSL team and any actions noted. Alongside actions, DSLs will note the rationale for their decision making.
Records should be stored as a chronology, with staff names, dates and times fully recorded

16.0 Information Sharing **16.1 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. 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. **16.2 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.	**This means that at Edgewood 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. 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. Edgewood School and SENAD will continue to work in partnership with Multi-Agency Safeguarding Hub (MASH) and Child Protection Team - NCT | West Northamptonshire Council and follow local direction led by them
17.0 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**. **17.1 Abuse, Neglect and Exploitation.** 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	**This means that at Edgewood 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 within the local authority to address the needs of children likely to have been affected.

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 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. This can also take place on-line.

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. It also includes the failure to provide a suitable education and failure to prevent a child from being exploited online.

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.

- 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.

18.0 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.

This means that in Edgewood 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

Example behaviours include, but are not limited to: • being over friendly with children • having favourites • taking photographs of children on their mobile phone • engaging with a child on a one-to-one basis in a secluded area or behind a closed door • 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 Edgewood School further information regarding safeguarding can be found here

Report a concern or request support | Northampton Children's Trust

www.nctrust.co.uk/report-a-concern-or-request-support/

The Designated Officer for the school is Jon Byrne

he can be contacted on
Tel: 07562951830

Email: Jon.byrne@senadgroup.com

For annex information, this is now located in Policy 506G Guidance - Annex Information