ASPIRE
MULTI-ACADEMY TRUST

Child Protection & Safeguarding Policy

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Child Protection & Safeguarding Policy

1. Policy introduction & ethos

The purpose of this policy is to detail how Aspire Multi-Academy Trust ensures that all children and young people within the Trust are protected and safeguarded from harm, reflecting current legislation, known best practices, and compliance with relevant government guidance.

This policy applies to all staff, governors, volunteers, and visitors, and outlines the Trust's commitment to safeguarding and promoting the welfare of children as a core part of its ethos and values. Safeguarding is everyone's responsibility, and this policy sets out the expectations for a whole-school approach to child protection.

This policy is informed by the statutory guidance Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children 2023, which together set out the responsibilities of Aspire Multi-Academy Trust and other agencies in identifying, responding to, and preventing harm to children.

Trust ethos

At Aspire Multi-Academy Trust, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

Our policy applies to all staff, governors and volunteers working in the MAT, and outlines our academies commitment to safeguarding and promoting the welfare of children as a core part of its ethos and values. Safeguarding is everyone's responsibility, and this policy sets out the expectations for a whole-school approach to child protection.

Whole school approach

Safeguarding and child protection are embedded across the Trust and individual academy policies, procedures, and practices. All staff receive regular training and updates to ensure they understand their roles and responsibilities. The Trust works in partnership with children, parents/carers, and external agencies to promote a culture of vigilance and proactive safeguarding. Throughout this policy, the term 'whole-school approach' is used to refer to a unified safeguarding strategy across the entire education setting, including colleges.

The following policies and statutory guidance contribute to the Trust and Academies whole-school approach to safeguarding:

- Behaviour Policy (including Anti-Bullying physical restraint and searching)
- Child-on-child Abuse Policy
- Code of Conduct for Parents/Carers/Visitors
- Complaints Policy
- Data Protection Policy
- Looked After Children Policy
- Online Safety Policy
- Attendance Policy
- Sex and Relationships Education (SRE) Policy
- Special Educational Needs Policy

- Staff Disciplinary Procedure – including Allegations Against Staff and Staff Code of Conduct
- Whistleblowing Policy
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (Academies have a Prevent Action Plan and Risk Assessment).
- Knife Crime Guidance
- Relationships, Sex and Health Education Policy
- Mental and Physical Health (KCSiE 2025 Part One, Part Two and Annex A and Annex B)
- CRB - Use of Reasonable Force Guidance
- Visitors and VIP Guidance
- NCC & NSCP Neglect Toolkit (available from the NSCP website)
- The department provides Searching Screening and Confiscation Advice for schools. The UKCIS Education Group has published Sharing nudes and semi-nudes: advice for education settings working with children and young people which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared

Each of these policies is informed by relevant sections of Keeping Children Safe in Education 2025 and reflects statutory guidance, best practice and the Trust's safeguarding ethos.

Annual review and public availability

This Child Protection & Safeguarding Policy will be reviewed by the MAT board.

Date of last review: September 2023 (v9.0); February 2024 (v9.1), September 2025 (v10.0)

Date of next review: September 2026

The policy is made publicly available via the Trust and academy websites and can be requested in alternative formats if needed.

2. Statutory duties and legal framework

Our safeguarding arrangements are shaped by both national legislation and statutory guidance, as well as local safeguarding expectations in Nottinghamshire. Together, these establish the legal duties and operational standards our academies must meet to keep children safe.

2.1 National legislative duties

We carry out all functions with a view to safeguarding and promoting the welfare of children in line with:

- Education Act 2002
    - *Section 175* - duty on local authorities, governing bodies of maintained schools, and FE colleges.
    - *Section 157* - equivalent duty on proprietors of independent schools, academies, and free schools.
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Children Act 1989 & Children Act 2004 - duties to safeguard and promote welfare, including participation in local multi-agency safeguarding arrangements.

- Children and Social Work Act 2017 (Section 16H) - duty to provide information to safeguarding partners when requested.
- Education and Training (Welfare of Children) Act 2021
- Counter-Terrorism and Security Act 2015 (Section 26) - *Prevent Duty*.
- Teachers' Standards (2021) - professional responsibility to safeguard pupils.
- Childcare Act 2006 & Childcare (Disqualification) Regulations 2018
- Serious Crime Act 2015 - mandatory duty for staff to report known cases of Female Genital Mutilation (FGM) in under-18s disclosed to them during their work.

2.2 Statutory guidance

We have regard to:

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children (2023)
- Working Together to improve school attendance (2024)
- Information Sharing Advice for Practitioners (DfE)
- Relevant national guidance on safer recruitment, online safety, and specific safeguarding issues.

These documents set out requirements including:

- A whole-school approach to safeguarding.
- Clear referral and reporting procedures.
- The appointment of a suitably trained Designated Safeguarding Lead (DSL) with appropriate resources and time.
- Safer recruitment practices and maintenance of a Single Central Record.
- Ongoing staff training and annual safeguarding updates.
- Systems for children to express concerns and be listened to.
- Procedures for managing allegations and low-level concerns.
- Online safety measures, including filtering and monitoring in line with the DfE Filtering and Monitoring Standards (2023).
- Compliance with legal notification duties (e.g. private fostering, pupil deletions from roll).

2.2 Local safeguarding expectations (Nottinghamshire)

At Aspire Multi-Academy Trust, we are committed to meeting the expectations set out by the Nottinghamshire Safeguarding Children Partnership (NSCP). These include:

- Following NSCP multi-agency procedures and ensuring they are reflected in our Trust and academy specific policies.
- Engaging fully in local safeguarding arrangements, including early help pathways, child protection conferences, and multi-agency risk assessments.
- Completing the annual Section 175/157 safeguarding audit and acting on any identified areas for improvement.
- Participating in serious case reviews, child safeguarding practice reviews, and learning reviews where appropriate.

- Liaising with the Local Authority Designated Officer (LADO) within one working day of any allegation against a person working with children, including volunteers and third-party providers.
- Maintaining comprehensive safeguarding records to inform review of concerns and ensure effective information sharing with safeguarding partners.
- Ensuring all staff are aware of local referral routes, including to the Multi-Agency Safeguarding Hub (MASH).
- Promoting a culture of listening to children, with clear systems for pupils to raise concerns and be taken seriously.

2.3 Core duties in practice

To fulfil our statutory and local safeguarding obligations, we will:

- Engage with local safeguarding partners and act on requests for information.
- Appoint and support a Designated Safeguarding Lead (and deputies, where applicable) with the authority, training, and time to carry out the role.
- Maintain accountability for safeguarding across leadership and governance.
- Operate safer recruitment, including DBS/barred list checks, prohibition checks, right-to-work checks, and online searches for shortlisted candidates.
- Keep an up-to-date Single Central Record covering all required staff, volunteers, and governance.
- Check suitability for early/later years provision in line with the Childcare Disqualification Regulations.
- Refer to the DBS where an individual is removed from regulated activity due to safeguarding concerns.
- Consider referral to the Teaching Regulation Agency in cases of serious misconduct.
- Meet the Prevent Duty, including risk assessment, training, and referrals.
- Report known cases of FGM in under-18s directly to the police (teachers only).
- Notify the local authority about private fostering arrangements and deletions from roll.
- Provide induction and annual safeguarding updates to all staff, ensuring familiarity with Part 1 of KCSIE and relevant annexes.
- Implement and review online safety measures including filtering, monitoring, and cyber security standards.

3. Aims and responsibilities

At Aspire Multi-Academy Trust, safeguarding is a shared responsibility that demands clear leadership, accountability, and a whole-school commitment to protecting children. We strive to create a safe, inclusive, and nurturing environment where pupils feel secure, valued, and heard. All staff are expected to understand their safeguarding responsibilities and respond promptly to any concerns. Safeguarding is embedded throughout school life—from the curriculum and pastoral care to staff conduct—ensuring it remains a central focus. We work in close partnership with families and external agencies to safeguard children from harm, and our approach is firmly rooted in the principles outlined in Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025.

3.1 Whole-school safeguarding culture

We are committed to maintaining a whole-school approach to safeguarding that reflects vigilance, openness, and accountability. This commitment is reflected in the systems we have in place to ensure pupils can express concerns and be taken seriously, and in the safe culture we foster for whistleblowing and raising low-level concerns in line with statutory guidance. Staff are supported to feel confident in reporting concerns and challenging unsafe practices. Safeguarding is fully integrated into our policies, curriculum, and daily routines, ensuring it is part of the fabric of school life. Our approach is inclusive, addressing the needs of all pupils, including those with SEND and additional vulnerabilities. We also recognise that safeguarding extends beyond the school gates, encompassing online safety, peer relationships, and wider community contexts.

3.2 Roles and responsibilities

Local Governing Body

The governing body ensures strategic oversight of safeguarding by:

- Appointing a trained link governor for safeguarding and receiving regular reports from the DSL.
- Ensuring all governors have read Part 2 of KCSIE 2025 (and at least one governor reads the full guidance).
- Ensuring safeguarding policies and procedures are in place, reviewed annually, and aligned with Nottinghamshire Safeguarding Children Partnership (NSCP) thresholds and protocols.
- Monitoring the Single Central Record to ensure compliance with all statutory vetting checks, including DBS and Section 128 checks.
- Overseeing safer recruitment practices and ensuring a safeguarding culture throughout the organisation.
- Appointing a Designated Safeguarding Lead from the senior leadership team and ensuring effective cover arrangements.
- Ensuring governors themselves are subject to appropriate checks and safeguarding training.
- Engaging in the annual Section 175/157 safeguarding audit and strategic reviews of safeguarding practice.
- Ensuring safeguarding is a standing item at governing body meetings and providing strategic challenge.
- Ensuring the academy's online safety arrangements, including filtering and monitoring, comply with the DfE Filtering and Monitoring Standards (2023).

Headteacher

The headteacher provides operational leadership of safeguarding by:

- Ensuring all staff, volunteers, and contractors receive safeguarding induction before commencing work.
- Allocating sufficient time, training, and resources to enable the DSL to fulfil their role.
- Promoting a culture where staff feel confident to raise concerns about pupils or practice.
- Liaising with the Local Authority Designated Officer (LADO) in cases of allegations against staff, including supply staff and volunteers.
- Ensuring safeguarding concerns such as poor attendance, children missing education, forced marriage, or domestic abuse are identified and acted upon.

- Overseeing regular review of the child protection policy to ensure compliance with KCSIE, *Working Together*, and local procedures.
- Ensuring staff are aware of Operation Encompass and domestic abuse notifications.
- Ensuring online safety education is embedded across the curriculum in line with statutory guidance.
- Ensure attendance concerns are treated as safeguarding issues; particularly where persistent absence may indicate welfare concerns. Implement the statutory expectations of *Working Together to Improve School Attendance (2024)*, including early intervention and multi-agency collaboration.

Designated Safeguarding Lead (DSL)

The DSL is the lead professional for safeguarding and child protection and will:

- Have a clearly defined role and be provided with sufficient time, supervision, and support to carry it out.
- Complete updated safeguarding training at least every two years.
- Promote a culture of listening to children and taking account of their wishes and feelings.
- Make referrals to children's social care, police, or the Channel programme where required.
- Liaise with safeguarding partners and attend multi-agency meetings and case conferences.
- Maintain secure, accurate, and confidential safeguarding records.
- Ensure all staff know how to report concerns and are familiar with safeguarding procedures.
- Lead on online safety, including the academy's filtering and monitoring systems.
- Ensure safeguarding records are transferred securely when pupils move school and that support is continuous during transitions.
- Liaise with the senior mental health lead and external support agencies as appropriate.
- Be available during school hours and ensure Deputy DSLs can provide cover if absent.
- Meet regularly with Deputy DSLs to review caseloads and procedures.

All staff

All staff, including volunteers and visiting professionals, must:

- Read and understand Part 1 of KCSIE 2025 (or Annex A, where appropriate) and the Trust child protection policy, and any other policies the school/college deems appropriate.
- Recognise signs of abuse, neglect, exploitation, and contextual harm.
- Report concerns immediately using the academy's safeguarding procedures.
- Record concerns accurately and provide any additional relevant information.
- Share information with the DSL and, if necessary, make direct referrals to children's social care.
- Follow the Trust's low-level concerns procedures if worried about an adult's behaviour.
- Undertake safeguarding training at induction and at regular intervals thereafter.
- Maintain an attitude of "it could happen here" in relation to safeguarding.
- Supervise pupils appropriately when using online platforms and report any breaches in filtering or monitoring.
- Monitor attendance patterns and report persistent absence or children missing education.

- Be aware of specific safeguarding risks including FGM (known cases), forced marriage, honour-based abuse, exploitation, extremism, and serious violence.
- Support statutory assessments and work with social workers when required.
- Raise concerns about safeguarding practice (whistleblowing) when needed.

3.3 Multi-agency working

We actively participate in Nottinghamshire's multi-agency safeguarding arrangements by:

- Sharing information lawfully and effectively with safeguarding partners, in line with the Information Sharing Advice for Practitioners (DfE).
- Participating in early help assessments, child protection plans, and strategy meetings.
- Understanding and applying local thresholds and protocols for assessment and referral.
- Responding promptly to requests for information from safeguarding partners.
- Allowing access to children's social care for assessments under Section 17 (child in need) or Section 47 (child protection) of the Children Act 1989.
- Following the NSCP escalation procedures if disagreements arise about safeguarding decisions.
- Engaging in child safeguarding practice reviews, serious case reviews, and local learning events.
- Contributing to local safeguarding developments, including through the Nottinghamshire Education Subgroup.

3.4 Staff induction and training

All staff, governors, and volunteers **must** receive safeguarding induction appropriate to their role before commencing work. This includes:

- Copies of key policies (child protection, child on child abuse, behaviour, disciplinary procedure, online safety, whistleblowing)
- Identification of the DSL, deputies, and safeguarding governor.
- Familiarisation with reporting procedures and safeguarding systems.
- Confirmation of having read Part 1 (or Annex A) of KCSIE 2025.

Safeguarding training is refreshed regularly and includes updates on emerging risks, online safety, and local procedures. Governors receive training to provide strategic challenge and oversight. DSLs receive enhanced training including data protection and cyber security.

4. Reporting concerns

At Aspire Multi-Academy Trust, safeguarding is everyone's responsibility. All staff, volunteers, and visitors must report any concerns about a child's welfare, safety, or behaviour immediately. We follow clear procedures for reporting, recording, and escalating concerns in line with statutory guidance and local protocols.

4.1 Immediate response to a disclosure

If a child, parent, or carer shares a concern or discloses abuse:

- **Listen calmly and attentively**, allowing them to speak freely.
- **Use open-ended questions** (e.g., "Can you tell me what happened?").
- **Avoid leading or investigative questions**.

- **Reassure them** that they are being taken seriously and will be supported.
- **Do not promise confidentiality** — explain that you must share the information to keep them safe.
- **Avoid physical comfort gestures** unless clearly appropriate.
- **Do not ask the child to write a statement or sign your notes**.
- **Record the child's exact words** and any wishes or feelings expressed.
- **Report verbally to the DSL** and **write up the conversation as soon as possible**.
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL.

4.2 Reporting procedures

Staff must:

- Report concerns to the DSL or Deputy DSL as soon as possible, and by the end of the day at the latest.
- If the DSL is unavailable, report to the most senior person on site and ensure the DSL is informed later.
- In emergencies, call 999 or make a direct referral to Nottinghamshire MASH — anyone can make a referral.
- Do not delay reporting due to uncertainty — if unsure, speak to the DSL.
- Do not view, copy, or share images in cases involving nudes/semi-nudes.
- Share information only on a need-to-know basis.
- Report concerns about staff (including supply staff and volunteers) to the Headteacher, or to the Chair of Governors if the concern is about the Headteacher.

Examples of concerns include:

- Signs of abuse, neglect, exploitation, or radicalisation
- Child-on-child abuse, sexual violence, or harassment
- Domestic abuse, forced marriage, FGM, or honour-based abuse
- Online abuse or inappropriate adult communication
- Private fostering arrangements
- Changes in behaviour, attendance, or presentation
- A person who may pose a risk to children living in the same household

4.3 Recording and escalation protocols

All concerns, decisions, and actions must be recorded:

- Record immediately, and by the end of the same working day.
- Use the academy's secure safeguarding system (CPOMS) or where CPOMS is not in use or staff do not have access, the appropriate written forms (Appendix 3 & Appendix 4).
- Include date, time, context, and direct quotes or observations.
- Record facts, not assumptions, and include your full name and role.
- Note non-verbal behaviour and physical indicators (e.g., "bruise on right arm above elbow").
- Tag child protection files separately from the main pupil file, using the appropriate forms to build the child protection file (Appendix 1 & Appendix 2).

- Transfer safeguarding records securely when a pupil moves *school/college* (within 5 working days) and obtain confirmation of receipt.
- Retain safeguarding records securely until the pupil reaches age 25.

The DSL:

- Monitors records for patterns and ensures appropriate escalation.
- Presses for reconsideration or escalates using NSCP procedures if concerns persist or outcomes are unclear.

4.4 Confidentiality and consent

- Information is shared in line with the Information Sharing Advice for Practitioners (DfE), the Data Protection Act 2018, and UK GDPR.
- Consent is not required to share information if a child or adult is at risk of significant or serious harm.
- Parents/carers are usually informed, unless doing so would increase risk.
- All non-routine information sharing is logged appropriately.
- If in doubt, staff should consult the DSL or Deputy DSL.

4.5 DSL Actions following a concern

The DSL or Deputy DSL will:

- Assess urgency and immediate safety needs.
- Review the child's presentation and known history.
- Inform relevant staff on a need-to-know basis.
- Use appropriate assessment tools (e.g., body maps (Appendix 5 to be used where CPOMS is not in use), contextual safeguarding tools).
- Refer to MASH, Prevent, or Police where necessary.
- Consider early help or internal pastoral support.
- Notify the local authority of private fostering arrangements.
- Follow up referrals within 48 hours and maintain contact with social workers.
- Attend and contribute to strategy meetings, child protection conferences, and core groups.
- Share reports with parents/carers, and where appropriate, the child.
- Document all actions, decisions, and rationales in the safeguarding record.
- Use escalation procedures if concerns are not addressed or outcomes are unclear.

FGM mandatory reporting:
In known cases of Female Genital Mutilation (FGM), **teachers must report directly to the police via 101 by the end of the next working day**, in addition to informing the DSL.

4.6 Support for staff and pupils

We recognise that reporting safeguarding concerns can be distressing. Support is available through:

Support for staff:

- Key staff – DSLs, Senior Mental Health Leads, Heartaches, Aspire CEO and Trust Team are in place to directly support staff.

- Access to helplines, counselling, and peer support, including referral to external services where appropriate.
- Time-out or supervision opportunities for staff affected by disclosures or safeguarding processes.
- Confidentiality and respectful handling of sensitive information to protect staff wellbeing.
- Whistleblowing and complaints procedures to raise concerns about unsafe practice or safeguarding failures.
- Staff wellbeing and supervision sessions, where available, to reflect on safeguarding practice and emotional impact.

Support for pupils:

- Pastoral support from trusted adults, mental health leads, PSHE leads, or designated pastoral staff.
- Safe spaces within each academy where pupils can go if they feel overwhelmed or need time out.
- Regular check-ins for pupils involved in safeguarding concerns, including those subject to child protection or early help plans.
- Empowerment through education, including RSHE and PSHE lessons that build resilience, self-esteem, and understanding of safeguarding risks.

Staff should speak to the DSL or Headteacher if they feel a pupil requires additional support following a safeguarding concern.

4.7 Academy register of Designated Persons

This register is maintained at individual academy level – see Appendix 7

Aspire MAT child protection & safeguarding flow chart

'What to do if you are worried a child is being abused, at risk of harm or neglect'

Concerned for a child's welfare in and outside of school?
Be alert to signs of abuse, low attendance, unusual behaviour and/or changes to presentation

A child makes a disclosure

- **Listen calmly and attentively**, allow them to speak freely and reassure them that they have made the right choice
- **Use open-ended questions** ("Can you tell me what happened?") and **avoid leading or investigative questions**
- **Reassure them** that they are being taken seriously and will be supported
- **Do not promise confidentiality** — explain that you must share the information to keep them safe
- **Avoid physical comfort gestures** unless **clearly** appropriate.
- **Do not ask the child to write a statement or sign your notes**
- **Record the child's exact words** and any wishes or feelings expressed on paper
- **Report verbally to the DSL** or SLT in DSL's absence and **write up the conversation as soon as possible**
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL

DO NOT DELAY. Take any immediate actions necessary if a child is in immediate danger and call the police on 101

Discussing concerns with DSL

- DSL to consider further actions and make necessary decisions
- If unsure call **MASH Consultation Line** for advice: **0115 977 427** (details not to be shared, this is an advice line)
- Concerns, discussion, decisions and reasons for decision should be recorded in writing
- "Confidential concerns" or "Child protection file" should be opened and filed in line with school procedures
- At all stages, the child's circumstance should be kept under review. Re-refer to relevant referral point if circumstances do not improve.

Still concerned in school time?

- Make MASH referral: 0300 500 80 90
- If safe, call Early Help: 0115 804 1248
- Have all child/families personal details to hand

Record all decisions and actions, working to agreed outcomes and within timescales.

Escalate any emerging threats/concerns by adopting NSCP procedures

Out of hours concern?

- Out of hours emergency duty team: 0300 456 45 46

Allegations/concerns regarding adults? (paid or volunteer)

- Call LADO: **0115 804 1272**
- Call NSPCC Whistle Blowing: **0800 028 0285**

Safeguarding concern resolved/no longer held

- Decide on actioned needed to support child
- Implement any actions and support plans
- Record decisions and ensure follow ups take place

Consult with child and family if necessary

- Agree support and refer to guidance "Pathway to Provision"

5. Supporting pupils

At Aspire Multi-Academy Trust, we are committed to ensuring that all pupils feel safe, supported, and able to thrive. Safeguarding is not only about protecting children from deliberate harm but also about creating a nurturing environment in which they are valued, respected, and encouraged to achieve their full potential.

We recognise that some children may require additional support to stay safe, and we are dedicated to identifying and addressing these needs at the earliest opportunity. Our approach is informed by *Keeping Children Safe in Education (KCSIE) 2025*, *Working Together to Safeguard Children 2023*, and the *Nottinghamshire Safeguarding Children Partnership (NSCP)* procedures.

5.1 Whole-school commitment to support

- We aim to create a caring, positive, safe, and stimulating environment which promotes the social, physical, emotional, and moral development of all pupils.
- We ensure pupils know they can talk to trusted adults and that their voices will be heard and acted upon.
- Safeguarding and pupil wellbeing are embedded throughout our curriculum, pastoral support, and wider academy activities.

5.2 Early help and pastoral support

- We are committed to the principles of early identification and intervention, in line with the *Nottinghamshire Pathway to Provision*.
- Staff are trained to recognise when children may benefit from early help and to raise these concerns with the DSL.
- The DSL will consider early help assessments and referrals to external services, working closely with families to provide coordinated support.
- We make use of local initiatives such as Operation Encompass, ensuring staff are informed of incidents of domestic abuse and can provide timely support.

5.3 Supporting vulnerable groups

We recognise that some pupils are more vulnerable to safeguarding concerns. This includes, but is not limited to:

- Children with special educational needs and disabilities (SEND)
- Children with social, emotional, or mental health needs
- Children in care and previously in care
- Young carers
- Children missing education or persistently absent
- Children affected by domestic abuse, substance misuse, or parental mental health difficulties
- Children at risk of criminal or sexual exploitation (CCE/CSE), radicalisation, or serious youth violence
- Children from minoritised groups who may face additional barriers or discrimination

We will make reasonable adjustments and provide targeted interventions to meet these pupils' needs. Support may include in-school provision, referrals to early help, or multi-agency working through the NSCP framework.

5.4 Mental health and wellbeing

- All staff are trained to be alert to the links between safeguarding and mental health.
- Where a child is experiencing mental health difficulties, we will work with parents, the academy Senior Mental Health Lead, health professionals, and external services such as CAMHS or MHST.
- We promote mental health through a whole-school approach, including wellbeing initiatives, safe spaces in school, and embedding resilience and coping strategies within the curriculum.

5.5 Use of restrictive practices

Restrictive practices are only used in exceptional circumstances to prevent harm and must be:

- Proportionate, reasonable, and necessary
- In line with the Trust's behaviour policy
- Carried out by staff trained in approved techniques
- Documented thoroughly, including the rationale, actions taken, and outcomes
- Reported to parents/carers and, where appropriate, safeguarding partners

Restrictive practices must never be used as punishment or to enforce compliance. We prioritise de-escalation, pupil dignity, and emotional regulation. Any use of physical intervention is reviewed by the DSL and senior leadership to ensure safeguarding standards are upheld.

5.6 Trauma-informed and inclusive practice

- We adopt a trauma-informed approach, recognising the impact of adverse childhood experiences (ACEs) on behaviour, relationships, and learning.
- Staff are supported to respond with sensitivity and consistency, fostering trusting relationships and safe routines.
- We are committed to equality and inclusion, actively challenging discrimination and ensuring equity of access to support for all pupils.

5.7 Alternative provision and education outside of the academy

Where a pupil is placed in alternative provision or educated off-site, we:

- Retain overall safeguarding responsibility and maintain oversight of the pupil's welfare and progress.
- Share relevant safeguarding information with the provider in advance of placement.
- Seek and expect written assurance that the provider has effective safeguarding policies and procedures in place.
- Monitor attendance, progress, and wellbeing through regular contact with both the provider and the pupil.

5.8 Ongoing monitoring and transitions

- Safeguarding records are monitored to identify emerging patterns of concern.
- Individual support plans are regularly reviewed with pupils, parents/carers, and professionals.
- When pupils move school, safeguarding records are transferred securely and within five working days, in line with NSCP expectations.

5.9 Empowering pupils

We are committed to equipping pupils with the knowledge and confidence to safeguard themselves by:

- Delivering RSHE/PSHE programmes that cover online safety, healthy relationships, exploitation, and resilience.
- Ensuring pupils know about support services such as Childline, NSPCC, and local safeguarding agencies.
- Embedding opportunities for pupil voice, such as ***school*** councils, wellbeing champions, or feedback forums, to shape our safeguarding culture.

6. Safeguarding in the curriculum

At Aspire Multi-Academy Trust, we believe safeguarding is most effective when it is embedded across the whole curriculum and school life. Our aim is to equip pupils with the knowledge, skills, and confidence to recognise risk, seek help, and make safe, informed choices in all aspects of their lives.

6.1 Whole-school approach to preventative education

- Safeguarding education is delivered through a planned, progressive, and age-appropriate programme that reflects our *Trust's* values and ethos.
- Learning is timetabled and reinforced across the wider curriculum and through the wider *school cu*lture.
- Delivery includes:
    - RSHE (Relationships, Sex and Health Education)
    - PSHE (Personal, Social, Health and Economic Education)
    - Computing and Online Safety
    - Assemblies, themed days/weeks, and external speakers
    - Cross-curricular links (e.g., English, Drama, Citizenship, PE)
- Our curriculum promotes a culture of zero tolerance towards abuse, discrimination, harassment, and violence of any kind.

6.2 Key topics covered

We ensure pupils are educated on a broad range of safeguarding issues, using evidence-based resources and adapting content to reflect local safeguarding priorities.

Topics include (but are not limited to):

- Bullying (including cyberbullying and prejudice-based bullying)
- Online safety, digital resilience, and responsible use of technology
- Child-on-child abuse, sexual harassment, and harmful sexual behaviour
- Domestic abuse and healthy relationships
- Consent, bodily autonomy, and respect for boundaries
- Exploitation (Child Sexual Exploitation, Child Criminal Exploitation, county lines)
- Radicalisation and extremism
- Honour-based abuse, including FGM and forced marriage
- Mental health, resilience, and emotional wellbeing
- Substance misuse and risky behaviours

- Road, fire, and water safety
- Knife crime and serious youth violence

6.3 Empowering pupils

We aim to create an environment where pupils:

- Feel safe to ask questions, challenge unsafe behaviours, and express concerns without fear of stigma.
- Understand their rights, responsibilities, and the importance of respecting others.
- Know how to access help, both in school and externally (e.g., Childline, NSPCC, Kooth).
- Recognise signs of abuse, exploitation, and coercion.
- Develop resilience, empathy, critical thinking, and self-esteem.

Pupil voice is central to our approach. We actively involve pupils in shaping, evaluating, and improving our safeguarding curriculum through various feedback mechanisms.

6.4 Staff responsibilities

All staff are expected to:

- Reinforce safeguarding messages consistently across subjects and interactions.
- Be alert to safeguarding concerns or disclosures arising during lessons.
- Use age-appropriate, inclusive, and accessible language and resources.
- Adapt delivery to meet the needs of pupils with SEND and additional vulnerabilities.
- Share any concerns promptly with the Designated Safeguarding Lead (DSL).

Staff receive regular training and updates to ensure they are confident in delivering sensitive content and responding appropriately.

6.5 Curriculum review and evaluation

Our safeguarding curriculum is reviewed annually and informed by:

- Pupil feedback and engagement.
- Local and national safeguarding trends and emerging risks.
- Updates to statutory guidance (e.g., *Keeping Children Safe in Education 2025*, *Relationships, Sex and Health Education statutory guidance*).
- Input from the NSCP, MASH, Operation Encompass, and other safeguarding partners.

We are committed to continuous improvement, ensuring our safeguarding curriculum remains relevant, inclusive, and impactful, preparing pupils for life in modern Britain.

7. Online safety including the use of mobile phones, cameras and other devices

At Aspire Multi-Academy Trust, we recognise that safeguarding children includes protecting them from risks associated with digital technologies. Online safety is a core part of our safeguarding strategy and is embedded across our curriculum, policies, and school culture.

We are committed to ensuring that pupils, staff, and visitors use technology safely and responsibly, and that our systems are robust enough to prevent access to harmful content while enabling effective learning.

7.1 Whole-school approach to online safety

Online safety is addressed through:

- A dedicated Online Safety Policy aligned with DfE guidance and the Filtering and Monitoring Standards (2023)
- Integration into RSHE, PSHE, Computing, and wider curriculum
- Regular staff training and updates on emerging risks
- Engagement with parents/carers to promote safe use of technology at home
- Clear procedures for reporting online concerns, including cyberbullying, grooming, and harmful content

7.2 Filtering and monitoring systems

We use appropriate filtering and monitoring systems to:

- Block access to harmful or inappropriate content
- Monitor user activity for signs of risk or misuse
- Alert designated staff to potential safeguarding concerns

These systems are reviewed at least annually and are proportionate to the age, needs, and vulnerabilities of our pupils. We follow the DfE's Digital and Technology Standards and ensure:

- Roles and responsibilities for managing filtering and monitoring are clearly defined
- Systems do not unreasonably impact teaching and learning
- Staff are trained to understand and respond to alerts appropriately

7.3 Risks addressed

We educate and safeguard pupils against a range of online risks, including:

- **Cyberbullying** and online harassment
- **Online grooming**, exploitation, and radicalisation
- **Exposure to pornography**, violent content, or hate speech
- **Sharing of nudes/semi-nudes** and youth-produced sexual imagery
- **Online challenges, hoaxes**, and misinformation
- **Use of generative AI**, deepfakes, and manipulated media
- **Access via mobile networks** (e.g., 4G/5G) bypassing filters

Staff are trained to recognise signs of online harm and respond in line with safeguarding procedures.

7.4 Curriculum integration

Pupils are taught to:

- Recognise online risks and unsafe behaviours
- Understand privacy, consent, and digital footprints
- Report concerns and seek help
- Use technology responsibly and respectfully
- Navigate misinformation, disinformation, and conspiracy theories
- Understand the risks and dangers associated with generative AI

We use age-appropriate resources and adapt content to reflect local safeguarding concerns and pupil needs.

7.5 Staff responsibilities

All staff must:

- Supervise pupil use of technology appropriately
- Report breaches in filtering or monitoring systems
- Reinforce online safety messages across the curriculum
- Be aware of the academy's online safety and acceptable use policies
- Understand their role in safeguarding pupils online, including during remote learning

7.6 Remote learning and home use

Where pupils access learning remotely, we ensure:

- Platforms used are secure and age-appropriate
- Pupils and parents receive guidance on safe use
- Staff maintain safeguarding oversight and report concerns

We work with families to promote safe online habits and provide support where risks are identified.

7.7 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Aspire Multi-Academy Trust recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Our academies will treat any use of AI to access harmful content or bully pupils in line with this policy and our AI and Emerging Technologies Policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

7.8 Use of mobile phones, cameras and other devices

To safeguard our pupils, ASPIRE Multi-Academy Trust requires that personal mobile phones, cameras, and any other devices capable of capturing or sharing images are not used by staff, volunteers, visitors, or pupils within the academy setting. All staff and visitors must store personal devices securely and out of sight during working hours. Only school-owned devices may be used to capture images or videos of children, and these must be used in line with our Trust's data protection and safeguarding policies. Images and recordings are only taken with parental consent, stored securely, and are never shared via personal devices or social media. Any concerns or breaches of this policy are reported immediately to a designated safeguarding lead (DSL) who will follow the appropriate safeguarding procedures.

8. Working with parents/carers

At Aspire Multi-Academy Trust, we recognise that safeguarding is most effective when schools work in partnership with parents and carers. We are committed to building strong, transparent relationships with families, based on mutual trust, respect, and shared responsibility for keeping children safe.

8.1 Communication and transparency

We ensure that parents/carers:

- Are informed about the Trust's safeguarding responsibilities and procedures
- Understand how concerns are managed and when referrals may be made
- Know who to contact if they have safeguarding concerns
- Can access the Trust's Child Protection Policy and related safeguarding documents via the academy and Trust websites, or on request

We aim to communicate in a way that is clear, accessible, and sensitive to individual needs, including providing information in alternative formats or languages where required.

8.2 Consent and information sharing

We follow the principles of the Data Protection Act 2018, UK GDPR, and Information Sharing Advice for Practitioners (DfE). While we seek parental consent for information sharing where appropriate, we will share information without consent if:

- A child is at risk of significant harm
- Seeking consent may increase the risk to the child
- There is a statutory duty to share information

Staff are trained to understand the boundaries of confidentiality and the importance of timely, lawful information sharing.

8.3 Supporting families

We recognise that families may face challenges that impact their ability to safeguard their children. We offer support through:

- Early Help referrals and signposting to local services
- Pastoral support and family liaison staff
- Access to parenting programmes and workshops
- Referrals to external agencies (e.g., mental health, housing, domestic abuse support)

We work collaboratively with families to identify needs, agree support plans, and monitor progress.

8.4 Involving parents in safeguarding education

We encourage parents/carers to engage with safeguarding education by:

- Sharing online safety guidance and resources
- Providing updates on safeguarding topics via newsletters, workshops, and school events
- Promoting awareness of risks such as exploitation, radicalisation, and harmful online content
- Encouraging open conversations at home about safety and wellbeing

We aim to empower families to reinforce safeguarding messages and support their children's development.

8.5 Respecting the child's voice

Where appropriate, we consider the child's views when deciding whether to inform parents/carers about a safeguarding concern. This is particularly relevant where:

- The child is mature enough to make informed decisions
- Informing parents may increase risk or distress
- The child has expressed a clear preference

Decisions are made in consultation with the DSL and, where necessary, safeguarding partners.

9. Children in care and previously in care

At Aspire Multi-Academy Trust, we recognise that Children in Care (CiC) and those previously in care may face additional barriers to learning, wellbeing, and safety. We are committed to promoting their educational achievement, safeguarding their welfare, and ensuring they feel valued and supported throughout their time in our Trust.

9.1 Designated Teacher responsibilities

We appoint a Designated Teacher for Children in Care, who is responsible for:

- Acting as a key point of contact for the Virtual School
- Attending and contributing to Personal Education Plan (PEP) reviews
- Ensuring that CiC pupils receive appropriate support, interventions, and access to enrichment opportunities
- Monitoring progress, attendance, and wellbeing
- Liaising with carers, social workers, and other professionals

The Designated Teacher works closely with the Designated Safeguarding Lead (DSL) to ensure a coordinated approach to safeguarding and education.

9.2 Children previously in care

We recognise that children who were previously looked after may continue to experience vulnerability. These pupils are supported through:

- Pastoral care and targeted interventions
- Access to mental health and wellbeing support
- Inclusion in safeguarding monitoring and review processes
- Continued liaison with the Virtual School where appropriate

Staff are made aware of the potential challenges faced by previously looked-after children and are trained to respond with sensitivity and understanding.

9.3 Private fostering arrangements

A private fostering arrangement occurs when a child under 16 (or under 18 if disabled) is cared for by someone who is not a parent or close relative for 28 days or more. We have a statutory duty to report any known or suspected private fostering arrangements to the local authority.

Staff must:

- Notify the DSL if they become aware of a private fostering arrangement
- Support the DSL in liaising with the family and confirming whether the local authority has been informed

- Ensure that safeguarding procedures are followed and that the child's welfare is prioritised

We take steps during admission to verify the relationship between the child and the adults registering them.

9.4 Kinship care arrangements

Kinship care refers to children being raised by relatives or close family friends. These arrangements may be informal or formalised through legal orders. Schools must:

- Identify and support children in kinship care, including those not known to the local authority.
- Be aware of the local authority's published *Kinship Care offer* and signpost carers to relevant support.
- Liaise with the Virtual School Head to promote educational outcomes for children in kinship care.
- Ensure staff understand the potential vulnerabilities and safeguarding needs of children in kinship arrangements.

9.5 Multi-agency working

We work closely with Virtual Schools, Children's Social Care, Health and mental health services, Carers and families to ensure that CiC and previously looked-after children receive the support they need to thrive. We contribute to multi-agency plans and ensure that safeguarding concerns are addressed promptly and effectively.

10. Particularly vulnerable groups

At Aspire Multi-Academy Trust, we recognise that some children and young people may be particularly vulnerable to abuse, neglect, exploitation, or harm due to their individual circumstances, characteristics, or lived experiences. We are committed to identifying these pupils early, providing tailored support, and ensuring that safeguarding arrangements reflect their specific needs.

10.1 Identification and monitoring

We actively monitor and support pupils who may be vulnerable due to factors including (but not limited to):

- Special Educational Needs and Disabilities (SEND)
- Mental health needs
- Young carers
- Children in care or previously in care
- Children with a social worker or history of social care involvement
- Children affected by domestic abuse, parental substance misuse, or mental health
- Children at risk of exploitation (CSE, CCE, county lines)
- Children at risk of radicalisation or extremism
- Children from minority ethnic backgrounds or with protected characteristics
- Children who are LGBTQ+ or exploring their identity
- Children who are privately fostered
- Children missing education or frequently absent
- Children at risk of serious violence or involved in gang activity

Staff are trained to recognise signs of vulnerability and report concerns promptly to the DSL. We use safeguarding records, attendance data, behaviour logs, and pupil voice to identify patterns and respond proactively.

10.2 Reasonable adjustments and positive action

We make reasonable adjustments to ensure that pupils with protected characteristics or additional needs are safeguarded effectively. This includes:

- Differentiated safeguarding education
- Accessible reporting systems
- Tailored pastoral support
- Positive action to address disadvantage or discrimination
- Inclusive curriculum content and representation

We promote a culture of respect, equity, and inclusion, and challenge all forms of prejudice-based bullying or harassment.

10.3 SEND and communication needs

Children with SEND may face barriers to recognising or reporting abuse. We ensure:

- Staff are trained to understand SEND-specific safeguarding risks
- Communication methods are adapted to meet individual needs
- Additional pastoral support is available
- External agencies (e.g. Learning Support, EHCP teams) are involved where appropriate

We recognise that challenging behaviour may be a sign of distress or unmet need and respond accordingly.

10.4 Specific safeguarding risks

We are alert to specific safeguarding risks that may disproportionately affect vulnerable groups, including:

- **Female genital mutilation (FGM)**: Staff are aware of the mandatory reporting duty and indicators of risk.
- **Forced marriage and honour-based abuse**: We educate pupils and staff on recognising coercion and cultural pressures.
- **Child sexual exploitation (CSE)** and **Child criminal exploitation (CCE)**: We work with external agencies to identify and support children at risk.
- **Radicalisation and extremism**: We fulfil our Prevent Duty obligations through training, curriculum, and referral pathways.
- **Serious youth violence and knife crime**: We engage with community partners and police to address local concerns.
- **Sexual abuse and grooming**: Staff are trained to identify signs of manipulation, distress, and inappropriate relationships, and respond swiftly and sensitively.

10.5 Multi-agency collaboration

We work closely with safeguarding partners to support vulnerable pupils, including:

- Children’s Social Care
- Health and mental health services

- Youth justice and early help teams
- Domestic abuse and exploitation services
- Prevent and Channel teams

We contribute to multi-agency plans and ensure that pupils receive coordinated, timely support.

11. Prevention in the curriculum

At Aspire-Multi Academy Trust, we recognise that safeguarding is most effective when it is proactive, preventative, and embedded across the curriculum. We are committed to preparing pupils for life in modern Britain by equipping them with the knowledge, skills, and confidence to identify risk, make safe choices, and seek help when needed.

11.1 Preventative education strategy

We adopt a whole-school approach to preventative safeguarding education, which includes:

- A planned programme of RSHE and PSHE that is age-appropriate, inclusive, and accessible to all pupils
- Integration of safeguarding themes across subjects such as Computing, Citizenship, English, and Drama
- Regular assemblies, workshops, and themed events focused on safety, wellbeing, and resilience
- Use of evidence-based resources and input from external agencies (e.g. NSPCC, Police, Prevent Team)

Our curriculum reflects the statutory expectations outlined in KCSIE 2025, including the promotion of a culture of zero tolerance for abuse, harassment, and discrimination.

11.2 Key topics covered

Pupils are taught to:

- Recognise and manage risks in different contexts (online, peer relationships, public spaces)
- Understand consent, boundaries, and bodily autonomy
- Identify and respond to bullying, including cyberbullying and prejudice-based bullying
- Navigate online safety, including risks from AI, misinformation, and using critical thinking skills
- Understand the law around sharing nudes/semi-nudes and youth-produced sexual imagery
- Recognise signs of grooming, exploitation, and radicalisation
- Develop healthy relationships and challenge harmful behaviours
- Understand the impact of domestic abuse and how to seek help
- Resist peer pressure and make informed decisions
- Know how and where to report concerns

11.3 Curriculum adaptation and inclusion

We ensure that safeguarding education is:

- Differentiated to meet the needs of pupils with SEND and other vulnerabilities
- Responsive to local safeguarding concerns and emerging risks
- Inclusive of pupils with protected characteristics, with reasonable adjustments made where needed

- Reviewed annually to ensure relevance, impact, and alignment with statutory guidance

Pupils are actively involved in shaping the curriculum through feedback, pupil voice activities, and consultation.

11.4 Staff responsibilities

All staff are expected to:

- Reinforce safeguarding messages across the curriculum
- Create safe spaces for discussion and disclosure
- Be alert to safeguarding indicators during lessons
- Liaise with the DSL if concerns arise during curriculum delivery
- Ensure that content is delivered sensitively and appropriately

Staff receive regular training to support effective delivery of preventative education.

12. Child-on-child abuse and harmful sexual behaviour

At Aspire Multi-Academy Trust, we recognise that children can be both victims and perpetrators of abuse. We are committed to preventing, identifying, and responding to all forms of child-on-child abuse, including harmful sexual behaviour (HSB), in line with statutory guidance and local safeguarding procedures.

We adopt a zero-tolerance approach to abuse and harassment between children and ensure that all incidents are taken seriously, investigated appropriately, and responded to with care and professionalism.

Whilst not required to produce a separate Child-on-Child Abuse policy, we have chosen to do so to affirm our commitment to maintaining high levels of child protection and safe-guarding procedures and to set out some key principles according to which our academies will operate. Please review this policy to gain a comprehensive understanding of our procedures for recognizing, responding to, and reporting child-on-child abuse and harmful sexual behaviour (HSB).

13. Allegations against staff and safer recruitment

13.1 Safer recruitment and selection procedures

At Aspire Multi-Academy Trust, we follow robust safer recruitment procedures to ensure that all staff, governors, volunteers, and contractors are suitable to work with children. This includes carrying out all necessary pre-employment checks, such as enhanced Disclosure and Barring Service (DBS) checks, barred list checks, identity verification, employment history, references, and, where relevant, prohibition from teaching and section 128 checks. At least one member of every recruitment panel has completed safer recruitment training. Throughout the recruitment process, we ensure that safeguarding and child protection are central to our decision making, and any concerns about suitability are referred to the designated safeguarding lead (DSL) or the local authority designated officer (LADO) as appropriate. Our procedures comply with Keeping Children Safe in Education and relevant statutory guidance.

13.2 Allegations against staff

At Aspire Multi-Academy Trust, we take all allegations and concerns about staff conduct seriously. We are committed to maintaining a safeguarding culture where concerns are identified early, reported appropriately, and managed in line with statutory guidance and local procedures.

This section applies to all staff, including supply staff, volunteers, contractors, and visitors working with children.

13.3 Managing allegations

We follow the procedures outlined in Part Four of Keeping Children Safe in Education (KCSIE) 2025 and the Nottinghamshire Safeguarding Children Partnership (NSCP) protocols.

An allegation may relate to a person who works with children and 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 in a way that indicates they may pose a risk of harm
- Behaved in a way that indicates they may not be suitable to work with children

All allegations must be reported immediately to the Headteacher.

If the allegation concerns the Headteacher, it must be reported to the Chair of Governors who will act as the Case Manager. The chair must ensure the Local Authority Designated Officer (LADO) is informed within one working day and follow all statutory procedures to safeguard pupils and ensure a fair, impartial investigation.

13.4 Role of the case manager and LADO

The Case Manager (usually the Headteacher or Chair of Governors) is responsible for:

- Liaising with the LADO
- Ensuring the allegation is investigated promptly and fairly
- Coordinating with police and children's social care where necessary
- Ensuring the safety and welfare of the child
- Supporting the member of staff subject to the allegation

The LADO provides oversight, advice, and guidance throughout the process and ensures consistency and timeliness.

13.5 Low-level concerns

A low-level concern is any concern that does not meet the harm threshold but may indicate that an adult is acting in a way that is inconsistent with the setting's Code of Conduct.

Examples include:

- Being overly familiar with pupils
- Using inappropriate language
- Failing to maintain professional boundaries

All low-level concerns must be reported to the Headteacher and recorded securely. Patterns of behaviour are monitored, and concerns are escalated if necessary.

We promote a culture where staff feel confident to report concerns without fear of reprisal.

13.6 Whistleblowing

We encourage staff to raise concerns about poor or unsafe practice through our Whistleblowing Policy. This includes concerns about:

- Safeguarding failures
- Unsafe behaviour by colleagues

- Inadequate safeguarding procedures

Staff can report concerns internally or contact the **NSPCC Whistleblowing Helpline**:
Tel: 0800 028 0285 or email: help@nspcc.org.uk

Whistleblowers are protected under the Public Interest Disclosure Act and will not suffer detriment for raising genuine concerns.

13.7 Safeguarding culture

We are committed to fostering a safeguarding culture that includes:

- Clear expectations for staff behaviour (Code of Conduct)
- Regular safeguarding training and updates
- Open dialogue and reflective practice
- Support for staff involved in safeguarding processes
- Transparent and fair management of allegations

Safeguarding is everyone's responsibility, and we expect all staff to uphold the highest standards of professional conduct.

14. Professional development and training

At Aspire Multi-Academy Trust, we recognise that safeguarding is most effective when all staff are confident, knowledgeable, and up to date with current guidance and best practice. We are committed to ensuring that all staff, governors, and volunteers receive appropriate safeguarding training and ongoing professional development.

14.1 Induction training

- All new staff, supply staff, volunteers, and governors receive safeguarding induction before commencing work. This includes:
- The setting's Child Protection Policy
- The Staff Behaviour Policy / Code of Conduct
- The Behaviour Policy
- Identification of the Designated Safeguarding Lead (DSL) and deputies
- Procedures for reporting concerns and disclosures
- Confirmation of having read Part 1 (or Annex A) of *Keeping Children Safe in Education (KCSIE) 2025*

Induction is tailored to the individual's role and responsibilities.

14.2 Ongoing safeguarding training

- All staff receive safeguarding and child protection training that is:
- Refreshed at least annually
- Updated in response to emerging risks, changes in legislation, or local procedures
- Delivered through a combination of whole setting INSET, online modules, staff briefings, and external courses

Training includes topics such as:

- Online safety and filtering/monitoring standards
- Child-on-child abuse and harmful sexual behaviour

- Domestic abuse and Operation Encompass
- Exploitation (CSE, CCE, county lines)
- Mental health and trauma-informed practice
- Prevent and radicalisation
- FGM and honour-based abuse
- Whistleblowing and low-level concerns

14.3 DSL and governor training

The **Designated Safeguarding Lead (DSL)** and deputies:

- Complete enhanced safeguarding training every two years
- Attend termly DSL network meetings and local safeguarding briefings
- Receive training on data protection, online safety, and multi-agency working
- Are supported to maintain oversight of safeguarding trends and case management

Governors:

- Receive safeguarding training at induction
- Are updated annually on safeguarding responsibilities and strategic oversight
- The Safeguarding Link Governor attends additional training at least every three years

14.4 Training register and evaluation

We maintain a training register that records:

- Dates and types of training completed
- Staff attendance and completion status

14.5 Culture of learning and reflection

We promote a safeguarding culture that encourages:

- Continuous professional development
- Reflective practice and peer learning
- Openness to new guidance and local learning reviews
- Engagement with safeguarding partners and external expertise

Staff are encouraged to contribute to the development of safeguarding practice and share insights from training.

15. Identification for visitors

At Aspire Multi-Academy Trust, we are committed to ensuring that all visitors to our site are appropriately identified, vetted, and supervised in line with safeguarding expectations. We recognise that visiting professionals, contractors, and volunteers may have access to children and must therefore meet the same safeguarding standards as school staff.

15.1 Expectations for visitors

All visitors must:

- Report to the main reception on arrival
- Present official photographic ID and, where applicable, evidence of DBS clearance
- Sign in using the academy's visitor management system

- Wear a setting-issued visitor badge at all times while on site
- Be accompanied or supervised unless prior safeguarding clearance has been confirmed

Visitors without appropriate ID or clearance may be refused entry or restricted to non-child-facing areas.

15.2 DBS verification and third-party organisations

Where visitors are from external organisations (e.g. NHS, social care, educational services), we ensure we have requested and received written confirmation from the employing organisation that:

- The visitor has undergone appropriate DBS checks
- Safeguarding procedures have been followed
- The visitor is suitable to work with children

Any third-party agreement letter is updated annually and retained by the individual Academy for reference. Visitors from Nottinghamshire County Council or other approved agencies are expected to carry their organisation ID and be listed on the DBS verification letter.

15.3 Visiting professionals and contractors

Professionals working directly with pupils (e.g. therapists, social workers, peripatetic teachers) must:

- Be expected and pre-booked by the setting
- Have safeguarding clearance confirmed prior to arrival
- Be briefed on the Trust's safeguarding procedures, including how to report concerns

Contractors working during school hours must:

- Be risk-assessed for safeguarding impact
- Be supervised if not DBS-cleared
- Avoid unsupervised contact with pupils

15.4 Volunteers and regular visitors

Volunteers who work regularly with children are subject to:

- Enhanced DBS checks
- Safeguarding induction and training
- Ongoing supervision and review

Occasional volunteers may be supervised and risk-assessed depending on the nature of their role.

15.5 Safeguarding responsibilities

All visitors are expected to:

- Follow the *Trust's* safeguarding procedures
- Report any concerns immediately to the Designated Safeguarding Lead (DSL)
- Maintain professional boundaries and confidentiality

Safeguarding information is displayed prominently in reception and staff areas, including contact details for the DSL and deputies.

Appendix 1 – Information/Front Sheet

Name:	**DOB:**	**Class/Form:**	**Ethnicity:**
Home Address:		**Telephone:** **e mail:**	
Status of file and dates:			

OPEN					
CLOSED					
TRANSFER					

Any other child protection records held in academy relating to this child/child closely connected to him/her?
YES/NO WHO?

Members of household

Name	Age/DOB	Relationship to child	Contact No

Significant Others (relatives, carers, friends, child minders, etc.)

Name	Relationship to child	Address	Tel No

Other Agency Involvement

Name of officer/person	Role and Agency	Status of Child i.e. EHAF/CPP/LAC/CiN	Tel No	Date

Appendix 2 – Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		**Form:**
Date	**Information/Details of concerns or contact**	**Print Name and Signature**

Appendix 3 – Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	**Date of Birth:** **FORM:**
Date and Time of Incident:	**Date and Time (of writing):**
Name: **Signature:** **Job Title:**	
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	
Professional opinion where relevant (how and why this might have happened)	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (distinguish between fact and opinion).	

Check to make sure your report is clear to someone else reading it.

Please give this form to your Snr Designated Safeguarding Lead

Part 2 (for use by the Snr Designated Safeguarding Lead (DSL)

Time and date information received by DSL, and from whom.	
Any advice sought by DSL (date, time, name, role, organisation and advice given).	
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc.) with reasons. Note time, date, names, who information shared with and when etc.	
Parents informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?	
Should a concern/ confidential file be commenced if there is not already one? Why?	
Signed	
Printed Name	

Appendix 4 – Logging concerns/information shared by others to the academy

(Pass to the Designated Safeguarding Lead)

Pupil's Name:	**Date of Birth:** **Form:**
Date and Time of Incident:	**Date and time of receipt of information:** **Via letter / telephone etc.?**
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e- mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the academy:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by the Designated Safeguarding Lead	
Name:	
Date and time:	

Appendix 5 – Body map

Where appropriate, medical assistance should be sought without delay.

Body maps are a tool to help staff accurately document and illustrate visible signs of harm or physical injury. They should be used in conjunction with the school's safeguarding recording procedures.

- Always use a black ink pen (not pencil), and do not use correction fluid or erasers.
- Do not remove clothing to examine injuries unless the area is already exposed due to treatment or the child's clothing naturally allows visibility.
- Staff must not take photographs of any injuries or marks on a child's body under any circumstances. Doing so may result in the staff member being subject to managing allegations procedures. Use the body map provided to record observations in line with this guidance.
- All concerns must be reported and recorded immediately to the appropriate safeguarding services, such as the Multi-Agency Safeguarding Hub (MASH) or the child's allocated social worker if the case is already open to children's social care.

When recording an injury, aim to include the following details for each mark observed (e.g. bruises, cuts, swelling, burns, scalds, lacerations):

- Exact location on the body (e.g. upper outer arm, left cheek)
- Size of the injury (in centimetres or inches)
- Shape of the injury (e.g. round, linear, irregular)
- Colour of the injury (note if multiple colours are present)
- Whether the skin is broken
- Presence of swelling, either at the site or elsewhere
- Any scabbing, blistering, or bleeding
- Whether the injury appears clean or contaminated (e.g. grit, fluff)
- Any restriction in mobility due to the injury
- Whether the site feels warm to the touch
- Whether the child appears feverish or in pain
- Any changes in the child's posture or body movement

The date and time of the observation must be clearly recorded, along with the name and role of the person completing the record. Additional comments may be added where relevant.

If First Aid is administered, this should be recorded appropriately.

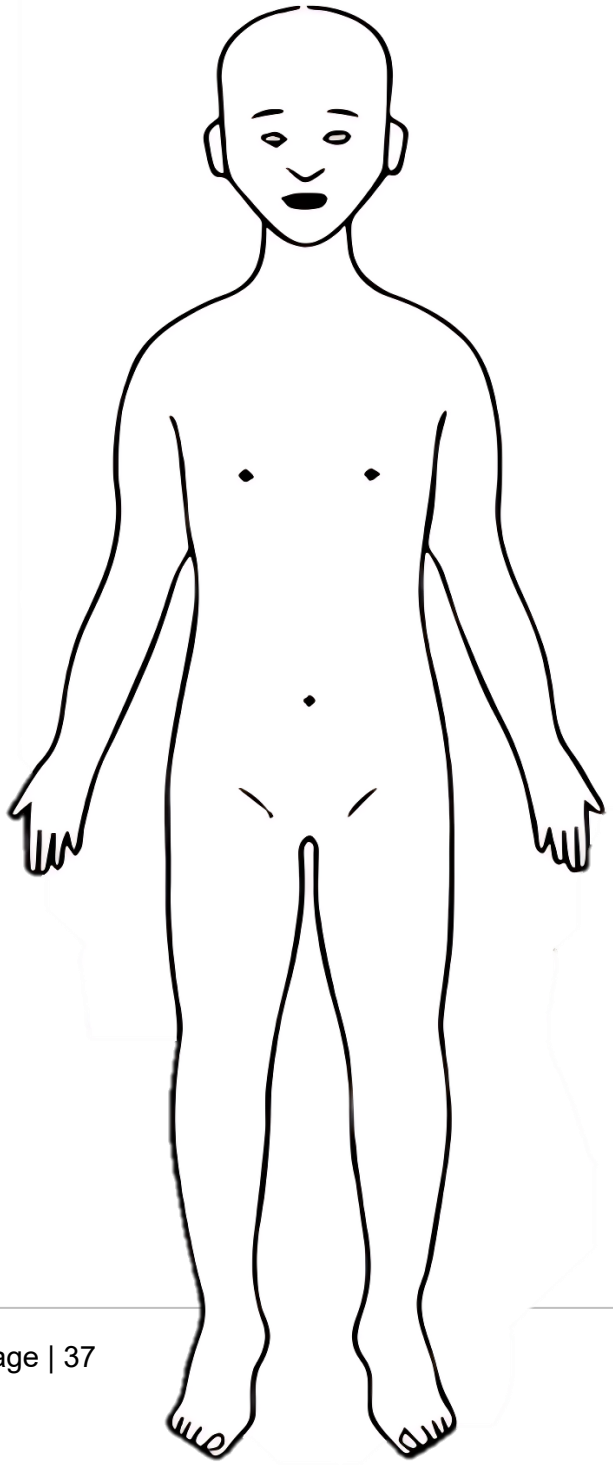
A completed body map should be stored securely within the child's **child protection file**.

BODYMAP

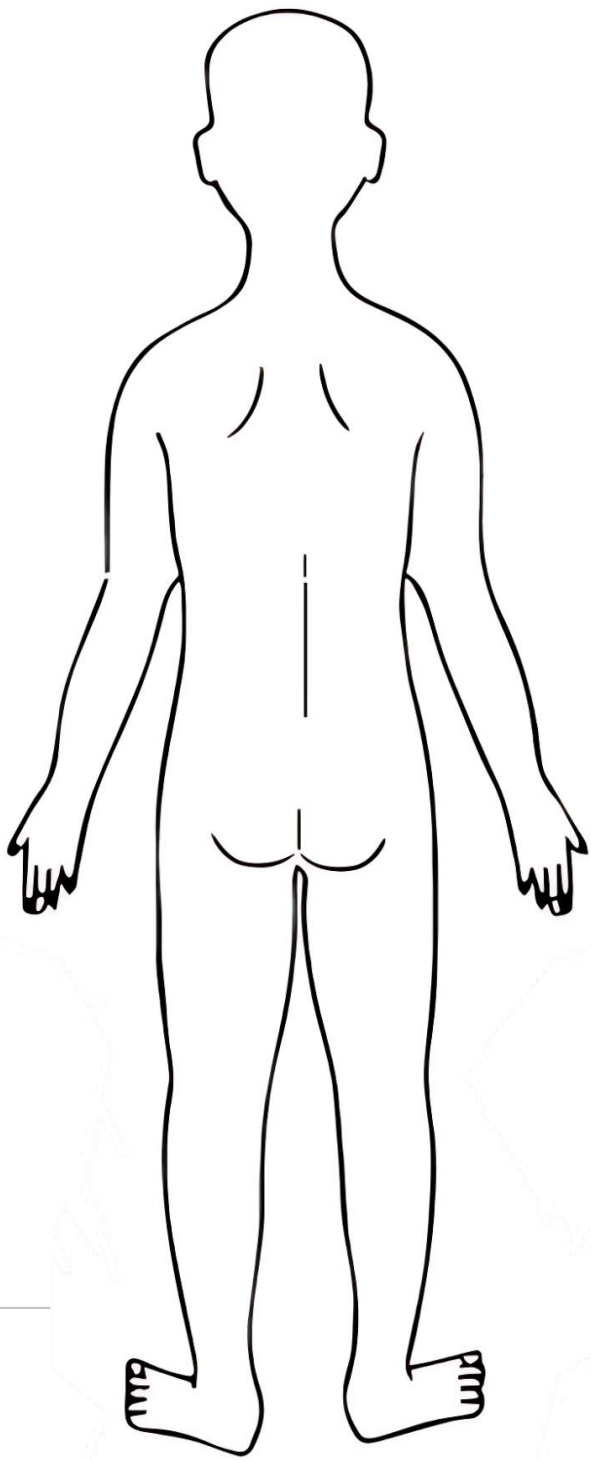
(This must be completed at time of observation)

Name of child:		Details of physical injury:
Date of Birth:		
Name of worker:		
Signature of worker:		
Date and Time of observation:		

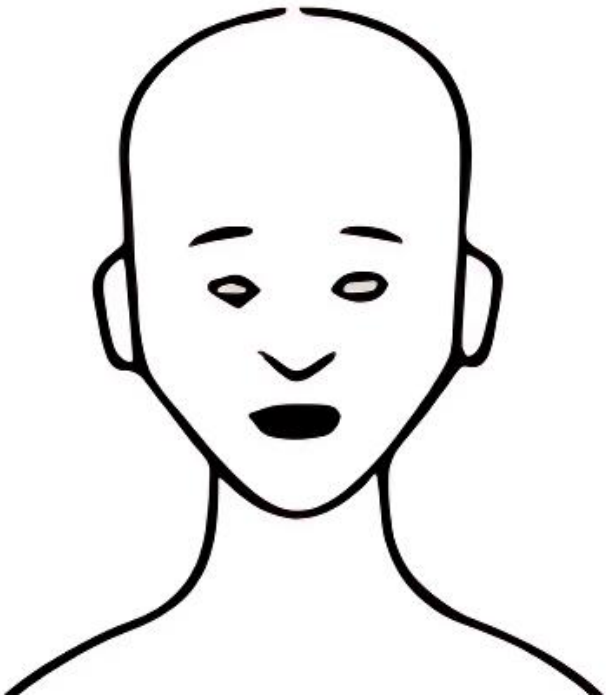
FRONT



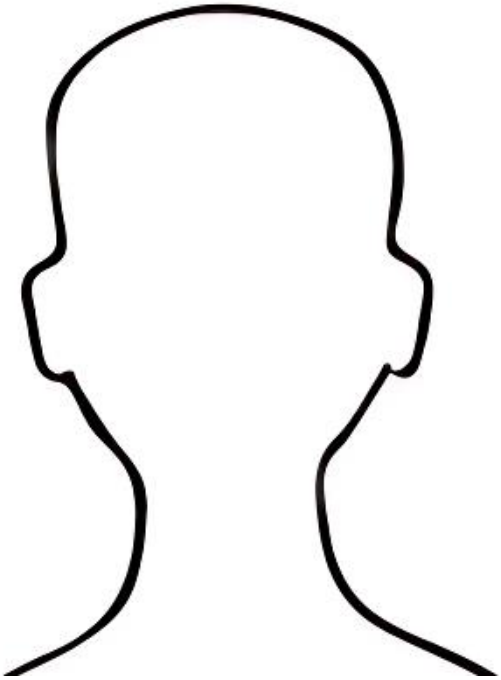
BACK



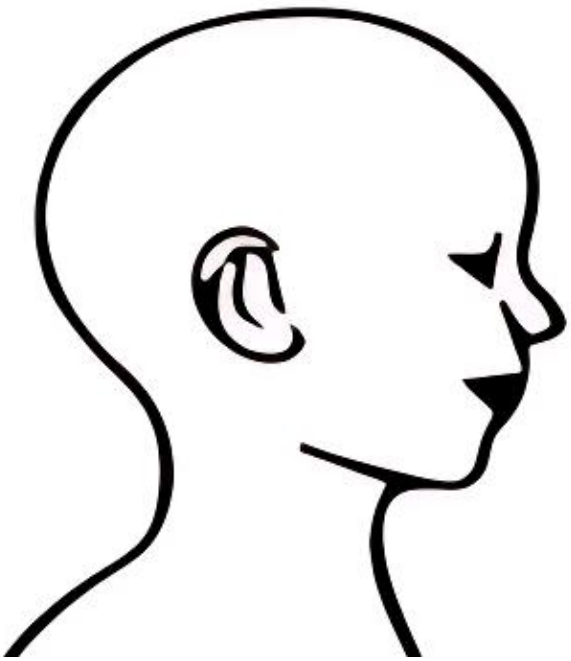
RIGHT



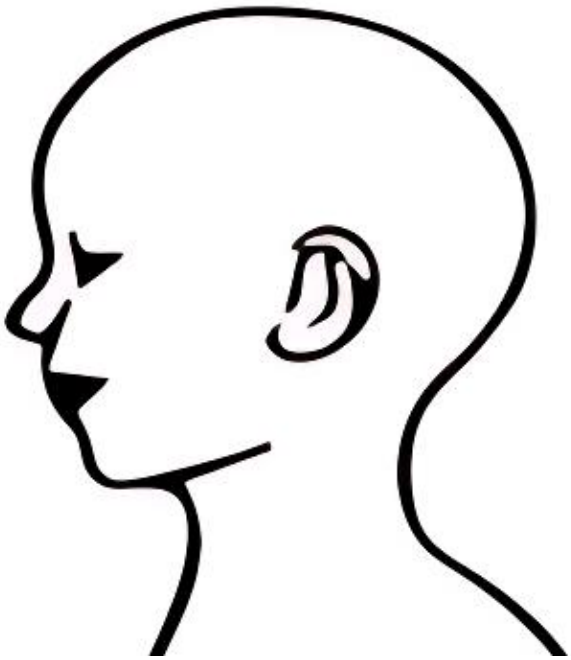
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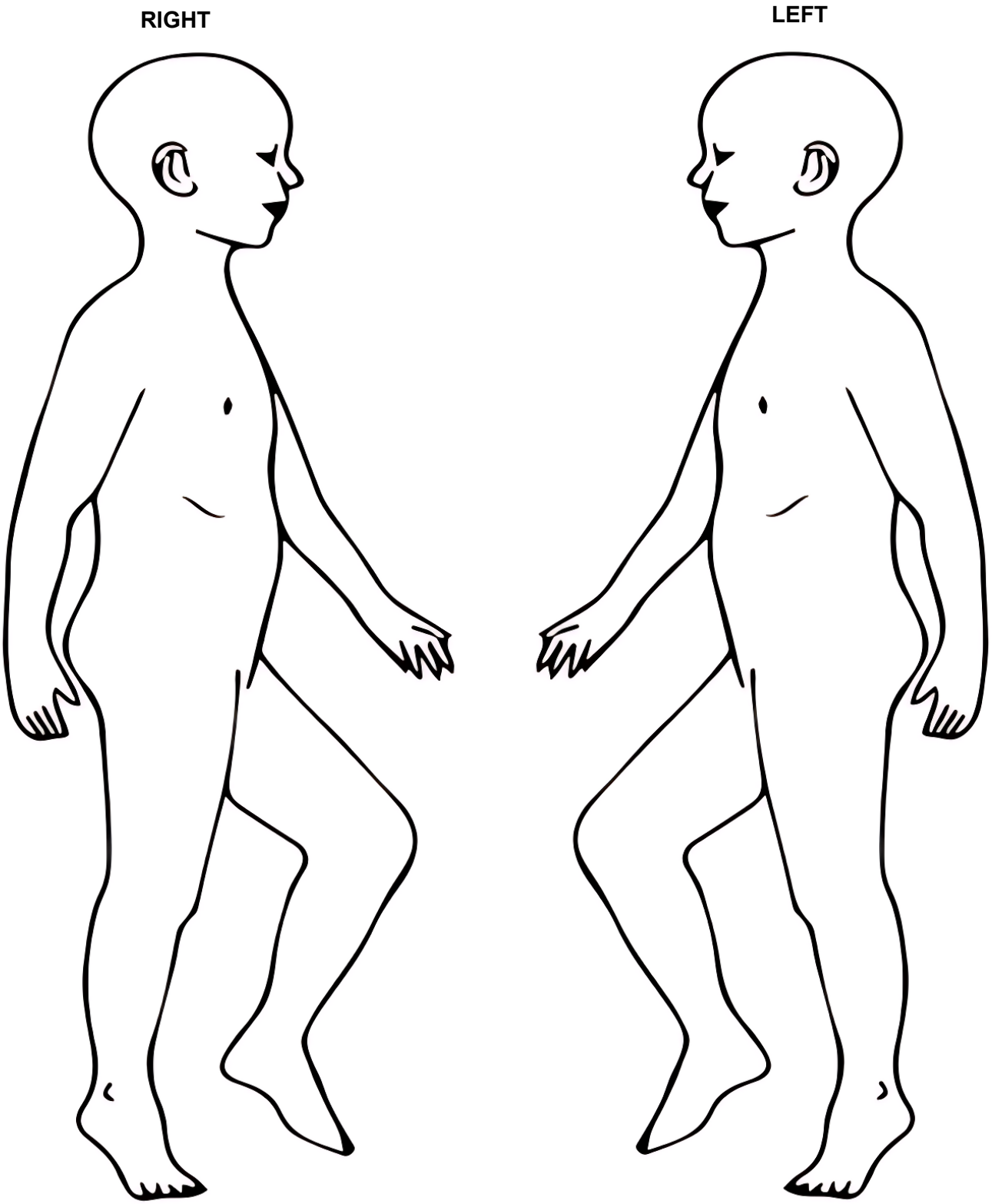


RIGHT



LEFT

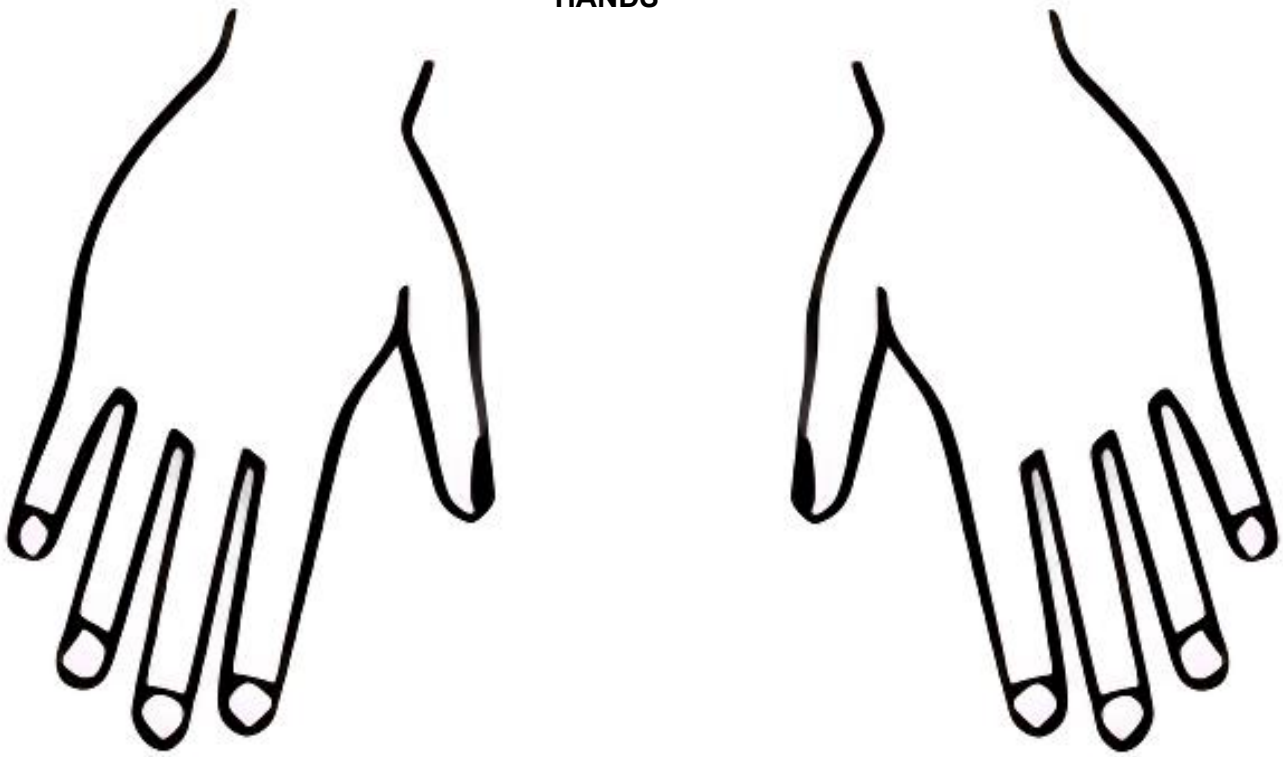



RIGHT
LEFT

RIGHT

BACK OF HANDS

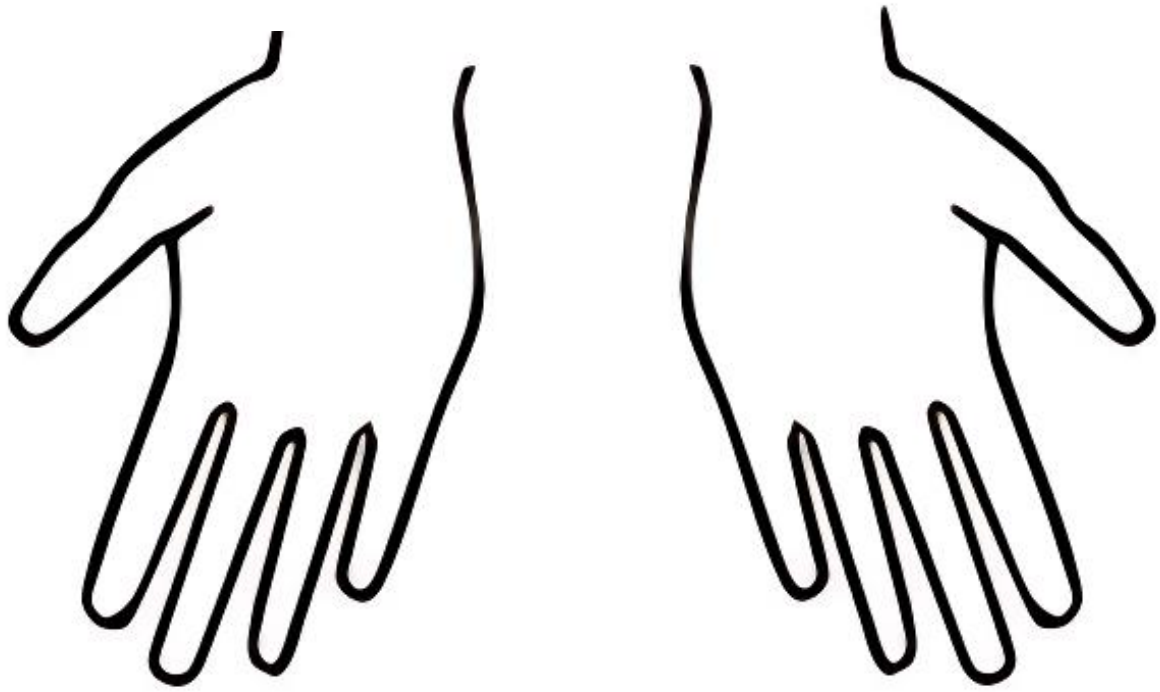
LEFT

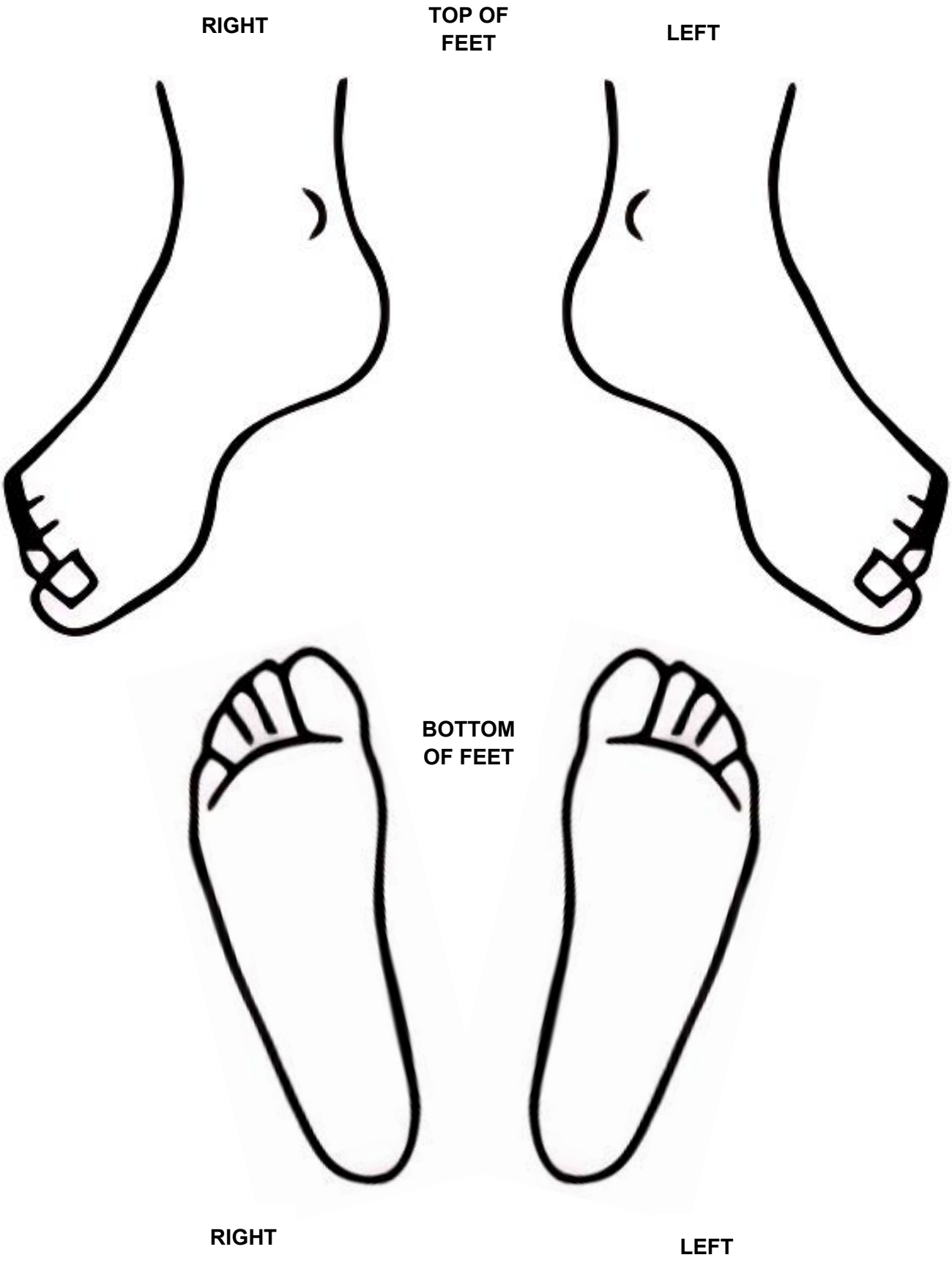


RIGHT

PALMS

LEFT




RIGHT
TOP OF FEET
LEFT
BOTTOM OF FEET
RIGHT
LEFT

Appendix 6 – KCSIE 2025 Key Changes

'Keeping Children Safe in Education' is a key document, with which all governors, staff and volunteers should be familiar with. It is updated every year and all staff must read at least Part 1 of the updated document.

Aspire MAT provides annual safeguarding training for all its academies and this provides the opportunity to ensure that all staff are made aware of any significant changes in KCSIE from year to year. The necessity of ongoing safeguarding training for all staff is a priority for our staff. DSLs and Headteachers schedule regular training sessions, including updates on the latest safeguarding practices, including ensuring that all staff are aware of the latest KCSiE guidelines.

Changes in the 2025 document are set out below and will be shared with all staff:

Area	Key Changes
Online Safety	The 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).
Filtering and monitoring	KCSIE 2025 includes a link to the DfE guidance Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.
Alternative Provision	The updated guidance provides additional information to clarify and reflect existing alternative provision guidance, highlighting how schools should: gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.
Children who are absent from education	The updated guidance makes clear that the DfE's Working together to improve school attendance is now statutory guidance.
Virtual heads	As of September 2024, the role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care. A full list of changes can be found in Annex F of Keeping children safe in education 2025 (DfE, 2025).

Appendix 7: Academy Register of Designated Persons – *XXX Academy*

Safeguarding Role	Contact Details
Head Teacher/Principal	*Insert details*
Senior Leader(s) available for contact in the absence of DSLs	*Insert details*
Senior Designated Safeguarding Lead	*Insert details*
Deputy Designated Safeguarding Lead	*Insert details*
Additional Safeguarding Leads	*Insert details*
Designated Teacher for Children in Care	*Insert details*
Safeguarding Governor	*Insert details*
LA Safeguarding Children in Education Officer	Zain Iqbal - zain.iqbal@nottscc.gov.uk
Local Authority Designated Officer	LADO@nottscc.gov.uk - 0115 804 1272