



Inspire Education Trust

Together we achieve, individually we grow

Child Protection and Safeguarding Policy - Inspire Education Trust Academies

Policy date	September 2026	Review date	August 2027
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Document History

Version	Date	Author	Summary of changes
V1	September 2021	Michelle Smith	
V2	September 2022	Michelle Smith	Updated in line with Keeping Children Safe in Education 2022 – see highlighted amendments
V3	September 2023	Michelle Smith	Updated in line with Keeping Children Safe in Education 2023 – see highlighted amendments
V4	September 2024	Michelle Smith	Updated in line with Keeping Children Safe in Education 2023 – see highlighted amendments
V5	October 2024	Kay Grainger	Updated information re: smart glasses on page 26
V6	September 2025	Claire Jones & Michelle Smith	Updated in line with Keeping Children Safe in Education 2025 – see highlighted amendments. Changes made to incorporate primary and secondary phases and Coventry and Warwickshire policies.
V7	September 2026	Claire Jones	Updated in line with KCSIE 2026 – see highlighted amendments. Updates for children's services new approach incorporated.

Inspire Education Trust Academies

Policy last reviewed: August 2026
 Reviewed by: Claire Jones and Rob Darling
 Shared with staff: 1st September 2026
 Reviewed: Annually
 Date of next review: August 2027
 Agreed by Directors and Governors: Autumn Term 1 2026

Deputy CEO - Rob Darling & IET Link Safeguarding Director – Nicky Aston
IET Strategic Safeguarding Lead – Claire Jones

Coventry LADO: Lado@coventry.gov.uk or 02476978499
 Children & Family Initial Response Service (CFIRS) [Coventry Safeguarding Children Partnership](#). Submit a formal Request for Support form online, or call 024 7678 8555 during office hours. For out-of-hours emergencies, call 024 7683 2222 Coventry Safeguarding Children's Partnership

Safeguarding in Education Advisor: Sarah Olowo
 CFIRS Education Representative: Claire McElroy

Prevent: Prevent@coventry.gov.uk
 Emergency Duty Team: 02476832222

Warwickshire LADO: Lado@warwickshire.gov.uk or 01926 745376

Family Connect (the integrated children's services front door) at 01926 414144. For urgent out-of-hours concerns, call the Emergency Duty Team at 01926 886922.

Integrated Front Door online referral form (Warks): [Child safeguarding procedures - for professionals: If you have a concern - Warwickshire County Council](#)

Prevent Team – 0121 251 0214
 referral at www.safeinwarwickshire.com/prevent Prevent

IET Academy	Arley Academy	Clifford Bridge Academy	Frederick Bird Academy	Hearsall Community Academy	Stockingford Academy	Walsgrave C of E Academy	Whittle Academy		Blue Coat Academy
Exec Leader	Helen Hasitlow	Rob Darling	Helen Hasitlow	Rob Darling	Helen Hasitlow	Helen Hasitlow	Helen Hasitlow		Rob Darling
Head Teacher	Kate Parkes	Madaleine Turner	Michelle Porter	Claire Jones	Matt Woods	Damien Sowerby	Robert Dadley		Lisa Wright
Designated Safeguarding Lead	Kate Parkes	Madaleine Turner Margaret Sutherland	Michelle Porter	Claire Jones Shelley Midrock	Matt Woods Klarianne Clark	Damien Sowerby Michelle Smith	Robert Dadley Luke Harris		Kerry Routley
Deputy Designated Safeguarding Lead	Leanne Critchlow	Rebecca Robinson Charlotte Jaques Emma Coates	Clare Rees Ronnie Wake Lucie Mason Danika Walsh Leanne Lawrence	Vessi Pavlova Clare Starkey Katie Hindmarsh	Jane Sparrow Sarah Willmet	Sarah Ashworth	Daisy Morgan-Smith		Lisa Henden Lucie Turner Kay Arnold Jennifer Davoile
Safeguarding Governor	Phil Johnson	Janine Nettey	Susan Milewski	Dmitrii Kolotkov	Phil Johnson	Elspeth Young	Darian Sireca		Damien Sowerby

Chair of Governors	Kate Steventon	Sarah Buxcey	Manish Trivedi	Liz Allton	Phil Johnson	Debbie Cook	TBC		Charlotte Marten
Vice Chair of Governors	TBC	Janine Nettey	Catherine Ward	Steve Withers	Jackie Waldren	Richard Hulme	TBC		Peter Merrylees
Designated Lead - LAC/PLAC	Leanne Critchlow	TBC	Tracey Tomes	Vicky Prudham	Phil Johnson	TBC	TBC		Debbie Dhanda
Supported by Pastoral Lead	TBC	Margaret Sutherland	Tracey Tomes	Shelley Midrock	Bev Phillips Sarah Willmet	Michelle Smith	Luke Harris		Lucie Turner
Senior Mental Health Lead	Vicky Christie	Margaret Sutherland	Tracey Tomes Clare Rees	Shelley Midrock	Sarah Willmet	Michelle Smith	Michelle Harris		TBC
Mental Health First Aider	TBC	Margaret Sutherland Cara Baynton	Karen Gallagher Westley Bailey	Lucy Vickers	Sarah Willmet	Michelle Smith Karen Heating	Luke Harris Kelly Reid		TBC
Academy Family Hub	n/a	Woodside/ Moat House	Harmony Hub	Pathways/ Mosaic	n/a	Moat House	Moat House		TBC
Early Help Assessment Coordinator	n/a	Jupinder Kooner 02476 785621	Florence Mudhaj	Kerrie Holdback 02476 976244	n/a	Jupinder Kooner 02476 785621	Nikki Town 02476 976191		Kerrie Holdback 02476 976244
Thrive Practitioner	TBC	Margaret Sutherland Cara Baynton	Clare Alonzi Danika Walsh Leanne Lawrence Nazish Durrani	Rebecca Granger Vicky Prudham	TBC	Michelle Smith Sarah Ashworth	Catherine Caunter		TBC

Roles will be updated throughout the year where staffing changes occur and the most current version will be available on the Trust website and CPOMS.

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1 Definitions

- 1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2026) as;
- Providing help and support to meet the needs of children as soon as problems emerge.
 - protecting children from maltreatment; whether that is within or outside the home, including online.
 - preventing the impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- 1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.
- 1.3 'Child' refers to everyone under the age of 18.
- 1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents and foster carers.
- 1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers, and trustees working in or on behalf of Inspire Education Trust.
- 1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone subjected to abuse would consider themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

- 2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is a shared responsibility and that everyone has a role to play in protecting children. We recognise that our Academies are part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.
- To seek assurance that safeguarding culture is effective across the Trust through scrutiny of safeguarding data, audits and quality assurance activity.
- 2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Inspire Education Trust's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Inspire Education Trust's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Inspire Education Trust is committed to the following principles:

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Inspire Education Trust, in line with Keeping Children Safe in Education (September 2026) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;

- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBT), Gender questioning, Asexual and other orientations not specifically mentioned);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Inspire Education Trust understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.
- Ensure that all staff understand the importance of early identification and intervention and can recognise children and families who may benefit from Early Help/Family Help and additional support services. Family Help is voluntary unless statutory intervention thresholds are met, which will lead to reassessment by Children's Services.
- Promote a child-centred approach in which the welfare and best interests of the child are paramount in all safeguarding decisions.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (latest version)
- Children's Wellbeing and Schools Act (2026)
- EYFS Statutory Framework
- Any other policies applicable within Inspire Education Trust

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership and Warwickshire Family Connect to safeguard children across the Coventry and Warwickshire.

2.7 Please note that there are several other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2026).

2.8 This policy should be read in conjunction with the policies found in Appendix A, some of which have links to the local authority. Staff are also able to access the policies in the CPOMS library, on SharePoint and on the Inspire Education Trust website. Paper copies

of the policies can be requested if necessary. There is an expectation that all staff have read the following policies and documents, found on the CPOMS library, within the first two weeks of the Autumn Term or, for new starters, within the first two weeks of their employment;

- Keeping Children Safe in Education 2026
- Relational Behaviour Policy
- Missing Child Procedure - Primary
- Child on Child Policy
- Oline Safety Policy
- Prevent Policy 2025-26
- Anti-Bullying Policy 2026 - Primary
- Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Inspire Education Trust. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned, unless otherwise stated.

2.9.2 To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education. Inspire Education Trust will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.

3 Roles and Responsibilities

3.1 The Role of the Multi Academy Trust Board of Directors and the Local Governing Committees:

3.1.1 The Board of Directors and each Local Governing Committee will have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Nicky Aston. Part 2 of Keeping Children Safe in Education (September 2026) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Board of Trustees will;

- Have a strategic leadership responsibility for Inspire Education Trust safeguarding arrangements.
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;

- Ensure a whole Inspire Education Trust approach to safeguarding, including the use of mobile and smart technology in our academies;
- Ensure that policies, procedure and training are effective and always comply with the law and that they allow concerns to be responded to in a timely manner;
- Ensure the IET Academies consider local authority and Coventry Safeguarding Children's Partnership and Warwickshire Safeguarding Partnership policies.
- Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, Integrated Care Boards (ICBs) and the chief office of police for a police area within the local authority);
- Ensure the IET Academies have an effective child protection policy, that it is published on the individual academies website or available on the Inspire Education Trust website and review this annually;
- Ensure the IET Academies have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors receive safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and receive regular updates, and are required to read and understand Part One of Keeping Children Safe in Education 2026.
- Ensure that school leaders, staff and governors understand local Family Help arrangements, safeguarding thresholds and referral pathways, and that children and families receive the right help at the right time.
- Ensure all schools contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems for identifying, assessing and responding to children whose mental health may be affecting their behaviour, attendance, wellbeing or safeguarding needs
- Ensure that children are taught about safeguarding, including online safety at all key stages but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Ensure safeguarding arrangements are child-centred and that the wishes, feelings, lived experiences and best interests of children are considered when decisions are made.
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;

- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filtering and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole Inspire Education Trust approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance, and a single, central record is maintained with details of all members of staff who are in contact with children;

- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the academy's collaborate with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to Inspire Education Trust to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2026).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) for each individual Academy is set out on page 2 of this Policy.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filtering and monitoring and processes in place);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (latest version);
- Always be available during term time academy hours for staff in Inspire Education Trust to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from Early Help and Family Connect.
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry or Warwickshire's; Initial Response Service/Family Connect where children have been harmed or are at risk of significant harm;

- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the academies with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed¹;
- Ensure all staff have read and understood Part 1 of Keeping Children Safe in Education (September 2026);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in Inspire Education Trust with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the secure transfer of safeguarding files when a child leaves Inspire Education Trust.
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the academy's leadership team;
- Promote a 'culture of safeguarding', in which every member of Inspire Education Trust community acts in the best interests of the child;
- Ensuring Inspire Education Trust knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Inspire Education Trust; and

- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health

3.3.1 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2026).

3.4 The Role & Responsibilities of all Staff within Inspire Education Trust

3.4.1 Inspire Education Trust staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Inspire Education Trust.

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should Must know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, must identify whether children are at risk of abuse or exploitation in situations outside their families;
- Will have dedicated training on; the safeguarding and child protection policy; Inspire Education Trust behaviour policy; the staff behaviour policy; information about the safeguarding response to children who are absent from school; the role of the designated safeguarding lead and systems in Inspire Education Trust that support safeguarding and child protection;
- Will receive training and read Part 1 of Keeping Children Safe in Education (September 2026) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;

- Should Must be equipped to identify children who may benefit from targeted early help and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy.
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to, Children and Families Initial Response Service/Integrated Front Door, and understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to Children and Families Initial Response Service/Integrated Front Door if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff through Inspire Education Trust Low Level Concern procedures (see IET Code of Conduct);
- Should always seek advice from the Designated Safeguarding Lead if they are unsure;

3.4.2 All Inspire Education staff have a duty to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teachers including Teaching Standards, 2012).

3.5 Multi-Agency Working

- 3.5.1 Inspire Education Trust is committed to multi-agency working and operates under Working together to Safeguard Children (latest version) and local safeguarding arrangements.
- 3.5.2 Inspire Education Trust will work with Children's Services the Police, Health services, local Early Family Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.
- 3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, coordinated Family Help Assessments, contact details of which are on page 3 & 4 of this Policy.
- 3.5.4 The Coventry Safeguarding Children Partnership (CSCP) and Warwickshire Safeguarding Partnership have designated that academies are a named 'relevant agency'. As such, Inspire Education Trust is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of Abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Inspire Education Trust as well as online, including the multifaceted occurrence of factors causing emotional harm. In many cases abuse and other risks will take place concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2026)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of <i>Inspire Education Trust</i> policy and procedures for dealing with this.

Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
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4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the Children and Families Initial Response Service/Family Connect) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should always be available or appropriate cover arrangements in place, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Inspire Education Trust recognises that any child can be the victim of abuse and may benefit from early help. However, Inspire Education Trust will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit;
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;

- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day;
- is a privately fostered child.

4.7 Inspire Education Trust recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Inspire Education Trust believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory;
- child criminal exploitation and sexual exploitation (including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- child on child abuse;
- physical abuse;

- radicalisation;
- relationship abuse;
- serious violence and harassment;
- harmful sexual behaviour
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- so-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 Inspire Education Trust will also take action to protect:

- Children who are absent from education;
- Children missing from home or care.

4.8.1 There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need or have a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 Inspire Education Trust recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the academies.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children absent from Education

4.10.1 Inspire Education Trust understands that children who are absent from education for prolonged periods and/or repeat occasions should be treated as a warning

sign that children may be being neglected or exploited. For example, neglect, child sexual and criminal exploitation – particularly county lines. This includes children missing from education who are not on roll.

- 4.10.2 Inspire Education Trust will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

4.11 Elective Home Education

- 4.11.1 Inspire Education Trust recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart. However, elective home education can mean that some children are not in receipt of suitable education and are at increased risk because they are not visible to authorities.

- 4.11.2 Since 2016, Inspire Education Trust has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside the relevant Academy to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health support

- 4.12.1 Inspire Education Trust recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school. All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns.

This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

There are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention.

Each school has a dedicated Senior Mental Health Lead and Mental Health First Aider.

- 4.12.1 All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.
- 4.12.2 Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.
- 4.12.3 We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:
- Talking about wanting to die, feeling hopeless or having no reason to live.
 - Expressing feelings of being trapped, worthless, isolated or a burden to others.
 - Self-harming behaviours or evidence of self-injury.
 - Significant changes in mood, behaviour, attendance, engagement or academic performance.
 - Withdrawal from friends, family or activities previously enjoyed.
 - Increased risk-taking or reckless behaviour.
 - Changes in sleeping or eating patterns.
 - Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
 - Persistent low mood, anxiety, distress or emotional dysregulation.
 - Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures (speak to the DSL, the Senior Mental Health First Aider, a senior leader, headteacher or escalate through normal school channels).

- 4.12.4 Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated

Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

- 4.12.5 The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL (and any relevant pastoral, wellbeing or mental health lead) will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.
 - 4.12.6 Where the school has a Mental Health First Aider and/or a designated member of staff responsible for promoting mental health and emotional wellbeing, details of their role and responsibilities are outlined here. Their role is not to diagnose mental health conditions but to provide support, signpost services and contribute to the school's early help and safeguarding processes.
 - 4.12.7 Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children
- 4.13 Children who are Lesbian, Gay, Bi (LGBT) or children who are questioning their gender.
- 4.13.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
 - 4.13.2 In line with updated Keeping Children Safe in Education (2026) guidance, it is important to consider the Cass review. This highlighted the need for a careful and evidence-informed approach to supporting children questioning their gender and recognised that some may present with wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
 - 4.13.3 It is recommended that when parents/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.
 - 4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.
 - 4.13.5 Where a child requests support relating to gender identity or social transition, the Trust will consider all requests on an individual basis, with the child's welfare, safety and best interests as the paramount consideration. The Designated Safeguarding Lead will be involved in assessing any safeguarding implications and ensuring that decisions are made in accordance with statutory guidance, relevant legislation, and the needs of the child and other children.

- 4.13.6 The Trust will normally work in partnership with parents/carers and relevant professionals when considering such requests. Any exception to parental involvement will only be where doing so could place the child at risk of harm, and safeguarding procedures will be followed accordingly. The DSL will oversee safeguarding assessments, record-keeping, information sharing, and multi-agency working in relation to any child where issues relating to gender identity, social transition, or associated safeguarding concerns arise.
- 4.13.7 Risks can be compounded where children who are LGBTQA+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- 4.13.8 Requests relating to social transition should be considered carefully and, on a case, -by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.
- 4.13.9 Any decision should be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. Schools should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child. Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.
- 4.13.10 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.14 Young Carers

- 4.14.1 The school recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing.
- 4.14.2 Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). The school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

4.15 Children with Special Educational Needs and Disabilities (SEND) and Medical Needs

Children with SEND and those with medical or physical health conditions can face additional safeguarding challenges. Staff should be aware that abuse, neglect or exploitation may be harder to recognise in these children and should not assume that changes in behaviour, presentation, mood or injuries are related to a child's disability, special educational need or health condition without further consideration.

Additional safeguarding barriers may include:

- communication difficulties that affect a child's ability to report concerns or seek help;
- increased vulnerability to bullying, peer isolation and exploitation;
- greater dependence on adults for care and support;
- the need for intimate or personal care;
- difficulties understanding relationships, consent, appropriate behaviour or online risks

4.15.1 Any safeguarding concerns relating to a child with SEND or additional medical needs must be discussed with the DSL (or deputy DSL), with appropriate liaison with the SENCO as required. The school will consider whether additional pastoral, communication or safeguarding support is needed to help these children stay safe.

5 Responding to Signs of Abuse

- 5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.
- 5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.
- 5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately.
- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
 - Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
 - Any significant changes in attendance or punctuality;
 - Any significant changes in a child's presentation;
 - Any concerns relating to people who may pose a risk of harm to a child; and/or
 - Any disclosures/allegations of abuse that children have shared.
- 5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;
- listen carefully to the child and believe what they are saying;

- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this, but delay should be avoided.

5.5 The Designated Safeguarding Lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within Inspire Education Trust;
- Seek advice from the social worker advice line for Children's Services for Cov/Warks.
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to children's services for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases. However, if Inspire Education Trust is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the academy believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's "Effective support for Children and Families in Coventry" guidance and the Warwickshire's Safeguarding Board "Families First for Children Framework", which is used by Inspire Education Trust to make decisions about protecting children.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2026).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or

- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth. If you believe a child is at risk of FGM, a referral to Children's Services is also required.
- 5.9 Inspire Education Trust have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the academy are aware the 28 days has been exceeded.
- 5.10 All Inspire Education Trust are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Inspire Education Trust's Prevent duty.
- 5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.
- 5.12 Child on Child Abuse
- 5.12.1 Inspire Education Trust understands that both adults and other children can perpetrate abuse, and can happen inside and outside of the academy, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, up skirting, and initiation/hazing ceremonies. The academies recognise that safeguarding issues can manifest as child-on-child abuse. Our Behaviour Management Policy and Child on Child Policy is added on Appendix A and our policies mention sexual violence and sexual harassment and staff undertake training in this area.
- 5.12.2 All members of staff will be made aware of Inspire Education Trust's policy and procedures with regards to child-on-child abuse. Inspire Education Trust will ensure staff receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse. The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by ensuring all staff read and understand the relevant policies and procedures.
- 5.12.3 Inspire Education Trust will work to prevent child-on-child abuse by including it at the start of the year training for all staff and ensuring that all staff have read the policy. Any concerns regarding child-on-child will be reported immediately and recorded on CPOMS.
- 5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, the academy will investigate this by the DSL's investigating this and will talk to the victims and alleged perpetrators, record the incident on CPOMS and, if necessary, will discuss with parent/carers. The victims and alleged perpetrators will work individually and together, if necessary, with the Pastoral team to support them.

- 5.12.5 In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by the DSL's, Pastoral Manager and Mental Health First Aider. All incidents will be recorded on CPOMS and parents/carers will be spoken to and referral to the MASH will be considered.
- 5.12.6 Inspire Education Trust Academies will never pass off child on child abuse as 'banter', 'having a laugh' 'part of growing up' or other such terminology that does not recognise the harm caused. There is a 'zero-tolerance' approach so this does not lead to a culture of unacceptable behaviours.
- 5.12.7 Inspire Education Trust will adhere to guidance set out in Keeping Children Safe in Education 2026 when responding to incidents of child-on-child abuse.
- 5.12.8 All staff will be made aware that 'upskirting' is a criminal offence.

5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- 5.13.1 Both CSE and CCE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).
 - 5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.
 - 5.13.3 Inspire Education Trust is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced staff are required to be aware that it is not possible for a child to give informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.
 - 5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.
 - 5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victim of CSE but may not recognise this.
 - 5.13.6 The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.
- 5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

- 5.14.1 Sharing of consensual or non-consensual nude and semi-nude images or videos including self-generated intimate images and/or videos and AI-generated imagery, refers to the creation, possession and sharing of such images or videos between children. This includes;
- A person under the age of 18 creating and sharing self-generated intimate images and/or videos of themselves with a peer under the age of 18;
 - A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
 - A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.
- 5.14.2 Inspire Education Trust has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. E-Safety Policy and PHSE Policy are available on SharePoint and Inspire Education Trust for staff to access.
- 5.14.3 Any incidents or suspected incidents of sharing consensual or non-consensual nude images or videos including those generated using AI should be reported to the DSL without delay. The school recognises the increasing safeguarding risks associated with artificial intelligence (AI), including AI-generated child sexual abuse material, manipulated or synthetic images, deepfakes, nudification technology, online exploitation and grooming. Staff will receive appropriate safeguarding updates and training to help them identify, respond to and report concerns relating to the misuse of AI technology affecting children.
- 5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;
- Referrals to Children and Families Initial Response Service/Family Connect in regard to all parties involved (also the police if an urgent response required);
 - Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (July 2022);
 - Support for young people involved to prevent reoccurrence;
 - Sanctions in accordance with the behaviour policy;
- 5.15.5 Any incidents of sharing consensual or non-consensual nude images or videos including those generated using AI involving the following will result in a request for support referral and sometimes a Police referral;
- Adult involvement;
 - Coercion or blackmail;
 - Children under the age of 13;
 - Extreme, or violent content;

- Immediate risk of harm.

5.15.6 Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance.

5.15.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.17.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 Inspire Education Trust recognises that children can be a victim of Domestic Abuse by seeing, hearing, or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, wellbeing, development and ability to learn. The DSL's in Inspire Education Trust Academies receive alerts from Operation Encompass with guidance from MASH as to next steps when supporting the children and families. Families known to Operation Encompass may receive a first day home visit where appropriate.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/ children in Inspire Education Trust.

5.16.2 Inspire Education Trust adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2022).

5.16.3 Information can be found in the searching, screening and confiscation policy.

5.17 Online Safety

5.17.1 Inspire Education Trust recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. Filtering and monitoring arrangements will be reviewed at least annually and records of these reviews maintained. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2026:

- **Content** – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news and conspiracy theories.) (Definition: Disinformation is fake news that is created and spread deliberately – by someone who knows full well that it's false. Misinformation is fake news that is created and spread by a mistake – by someone who doesn't realise that it's false).
- **Contact** – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- **Conduct** – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 Inspire Education Trust understand that the above can take place on a student's phone or smart device (including smart watches and glasses) whilst at the academy or elsewhere. The academies have responded to this by having a whole academy approach to online safety which aims to protect and educate students, parents and staff in their use of technology. Note Smart Glasses, are prohibited on site by all persons as they prove to be a significant safeguarding and GDPR risk to the school community. This includes Smart Glasses with prescription lenses or sunglass lenses. Any Smart Glasses brought onto site will be confiscated. For more information the following policies can be read – Behaviour Management Policy, Acceptable Use Policy, Mobile and Smart Technology Policy and Online Safety Curriculum.

5.17.3 Inspire Education Trust has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. The Inspire Education Trust use Smoothwall for its filtering and monitoring. The Inspire Education Trust's Head of ICT together with DSL's in all of the Academies are alerted to any concerns that have been highlighted through Smoothwall and will escalate the concerns to the appropriate person i.e. MASH, Children's Services, Police, Family Hub, parents/carers and Deputy CEO.

5.17.4 Staff and pupils should be aware that artificial intelligence tools can be used to generate, manipulate or distribute harmful, misleading or abusive content and concerns should be managed through safeguarding procedures where appropriate. Through the curriculum and wider safeguarding education, pupils will be taught about the safe and responsible use of artificial intelligence technologies, including the risks associated with manipulated images, deepfakes, AI-generated content, online exploitation, coercion and image-based abuse. This education will be delivered in an age-appropriate manner as part of the school's online safety and safeguarding provision.

5.18 Serious Violence

The Trust recognises the increasing risks posed by online harms, including exposure to extremist content, violence-fixated material, AI-generated content, manipulated imagery, harmful online communities and content that promotes abuse, exploitation or serious violence. The Trust will ensure that staff receive appropriate safeguarding training and that pupils are taught, in an age-appropriate way, how to identify, critically evaluate and report harmful online content and influences. Safeguarding responses will take account of the impact that online activity can have on children's behaviour, wellbeing, vulnerability to exploitation, radicalisation and risk of harm to themselves or others.

All staff should be aware of signs of CCE, as there could be a risk a child is carrying a weapon. Keep an eye out for changes such as:

- Changes in behaviour (e.g. being more aggressive or withdrawn)
- Missing school
- Hanging out with new friends
- Unexplained injuries

If a child is carrying a knife, they might be secretive or protective about their belongings, such as their school bag or blazer

5.18.1 Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The Trust recognises that some children may be drawn into online environments promoting extreme violence, harmful ideologies, exploitation or abuse, and will respond to these concerns through its safeguarding, child protection, online safety and Prevent duties.

5.19 Referral pathways

5.19.1 Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

5.19.2 The school recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

Coventry:

Children & Family Initial Response Service (CFIRS) [Coventry Safeguarding Children Partnership](#) Submit a formal **Request for Support form** online, or call **024 7678 8555** during office hours. For out-of-hours emergencies, call **024 7683 2222** Coventry Safeguarding Children Partnership

Warwickshire:

Family Connect (the integrated children's services front door) at **01926 414144**. Phone lines are open Monday–Thursday from 8:30 am to 5:30 pm and Friday from 8:30 am to 5:00 pm.

For urgent out-of-hours concerns, call the **Emergency Duty Team** at 01926 886922.

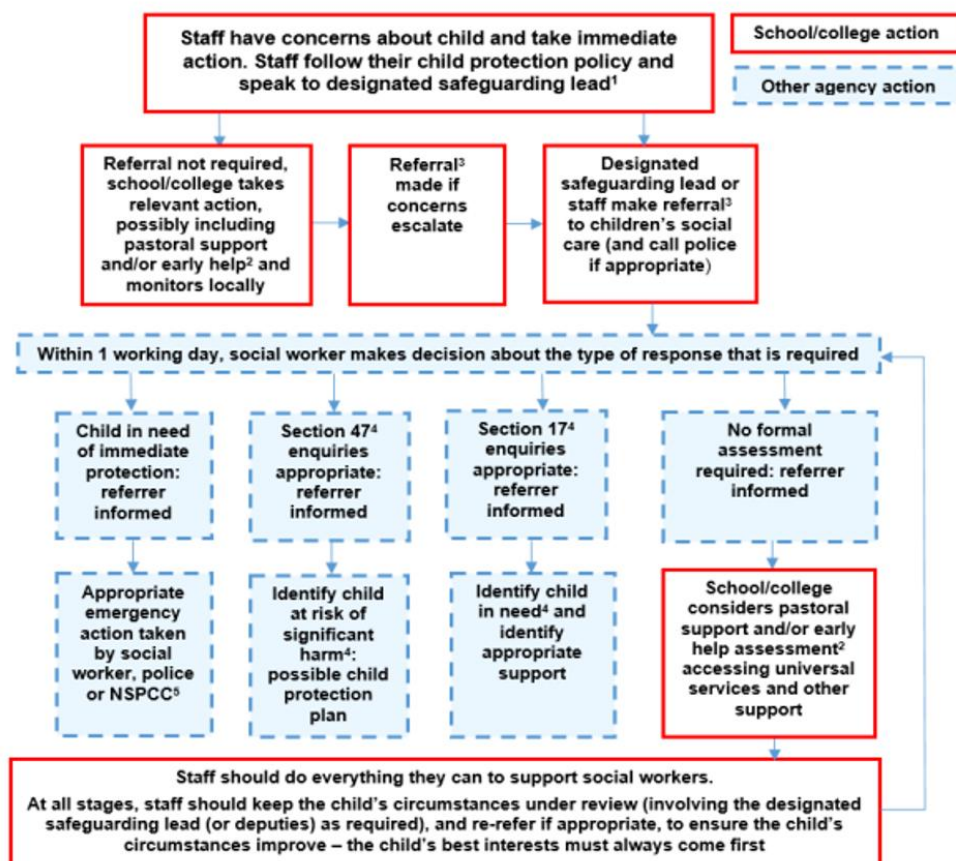
Family Connect online referral form (Warks): [Child safeguarding procedures - for professionals: If you have a concern - Warwickshire County Council](#)

Prevent/Channel Referrals: Refer to CTU_GATEWAY@west-midlands.pnn.police.uk

- 5.19.3 If a child's situation does not appear to be improving following a referral, the academy may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy or the WSCP Escalation procedure [WSCP Practitioner Escalation Policy](#) ensure that our concerns have been addressed, and that the situation improves for the child.

DRAFT – NOT CURRENT DfE POLICY

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the Family Help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under [section 17 of the Children Act 1989](#). Under [section 47 of the Children Act 1989](#), where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

6 Record Keeping

- 6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely.
- 6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main academy file and will only be accessed by the relevant safeguarding staff.
- 6.3 Inspire Education Trust keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMs).
- 6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.
- 6.5 In the event that a child moves schools, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). A confirmation of receipt should be obtained from the receiving school once received by the new school; this school will not retain the information.
- 6.6 The school will seek to hold at least two emergency contacts for every child.
- 6.7 All personal information processed by Inspire Education Trust will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.

Inspire Education Trust recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and professionals to safeguard and promote the welfare of children. Please see the following policies for additional information;

- Data Protection Policy
- Data breach
- Freedom of Information Policy
- Subject Access Request Policy

- 6.8 Further information regarding information sharing and data protection in relation to safeguarding can be found within Keeping Children Safe in Education and Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

7 Photography and Images

- 7.1 The Trust recognises the emerging safeguarding risks associated with AI-enabled image manipulation, including the misuse of photographs obtained from school websites and other online platforms. In line with DfE expectations regarding online safety and the responsible use of generative AI, the Trust will take proportionate steps to protect images

of children and staff, including the use of appropriate consent processes, image management controls and regular review of online content. The Trust has disabled right-click functionality on its websites and continues to work proactively to minimise the risk of photographs being copied, altered, shared or used for harmful or inappropriate purposes.

- 7.2 Consent from parents to photograph children at academy events for promotional reasons will be sought when the child joins Inspire Education Trust by completing the admission pack provided by the school office. All information is also requested annually by the school office to ensure that all up-to-date information is held about the children.
- 7.3 Parents can withdraw consent at any time and must notify the individual academies if they do not wish their child's photographs to be used. Photographs of children used publicly will not be displayed with their name or other identifiable personal information.
- 7.4 Photographs of children will be processed in line with the General Data Protection Regulation and Inspire Education Trust Policy.
- 7.5 The Trust recognises the safeguarding risks associated with the use of mobile phones, smart devices and cameras in EYFS settings. In accordance with the EYFS Statutory Framework, clear procedures are in place governing the use of personal and Trust-owned devices, the taking and storage of images, and the protection of children from the misuse of digital technology, including AI-enabled image manipulation. No personal devices are to be used in the learning environment or on external visits/learning opportunities. No images should be shared unless in line with the Inspire Education Trust Acceptable Use Policy and GDPR Policy.

8 Family Help

- 8.1 Inspire Education Trust is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Inspire Education Trust is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Information about the Family Hub for each Academy is on page 3 and 4 of this Policy together with contact information about the Family Connect or Family Support Officer.

- 8.2 Any child may benefit from early help, but as guided by Keeping Children Safe In Education (2026) all school and college staff will be particularly alert to the potential need for early help for a child who:
- Is disabled or has certain health conditions and has specific additional needs.
 - Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - Has a mental health need
 - Is a young carer

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from education, home or care
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleagues and in Alternative Provision or a Pupil Referral Unit.
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.

Information about the Family Hub for each Academy is on page 3 and 4 of this Policy together with contact information about the Family Connect or Family Support Officer

- 8.3 Inspire Education Trust works within the safeguarding structures for Coventry and Warwickshire. For more information see pages 3 and 4.

9 Staff Training

- 9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Inspire Education Trust has committed to training staff throughout the academic year. The Trust has developed a Mandatory Training and Policy Comprehension Plan which sets out the annual cycle of training and policy reading for all staff.

All staff members will be made aware of Inspire Education Trust's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The Staff Code of Conduct
- Allegations Against Staff and Low-Level Concerns Procedures
- Copies of Part 1 of Keeping Children Safe in Education (September 2026)
- Inspire Education Trust procedures for Children Absent from Education
- Inspire Education Trust Behaviour Policy

- 9.2 Staff at Inspire Education Trust Academies will undertake the following;

- Level 1 Safeguarding (all staff – Teacher Training Days and new staff throughout the year)
- DSL Briefings
- DSL Refreshers

- SIE Updates
- Team Teach
- Local Authority training
- Governor and Volunteer Training
- Thrive
- Emergency First Aid/First Aid at Work/Paediatric First Aid
- Mental Health First Aid
- Prevent Update (all staff)
- Child on Child Abuse (all staff)
- FGM updates (before each half term holiday for all staff)
- Online safety training
- E-learning through 'Knowledge' including bulletins and factsheets

Further details of staff training are set out in the mandatory training matrix in the Trust's mandatory training and policy comprehension plan. All staff training records will be maintained centrally and monitored through the Trust Mandatory Training and Policy Comprehension Plan.

- 9.3 Inspire Education Trust recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancing and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.
- 9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

- 10.1 Inspire Education Trust is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;
- Identity check;
 - Enhanced DBS clearance;

- Prohibition from teaching checks (where required);
 - Children's Barred List check (where required);
 - Section 128 checks (as required - leadership and management);
 - Reference check (two references required);
 - Professional qualifications check ;
 - Right to work in the UK check;
 - Further checks for those who have lived outside the UK;
 - Disqualification Under the Childcare Act 2006 checks (as required); and Online searches
 - Verification of the candidate's mental and physical fitness may also be sought.
 - Online search on shortlisted candidates as part of its due diligence checks; and
 - A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010
- 10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.
- 10.3 All new members of staff will be required to obtain DBS clearance. Inspire Education Trust reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service. The Trust's policy is to renew Enhanced DBS checks for employees following 5 years continuous service.
- 10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.
- 10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.
- 10.6 Any visitor to the academies who has not been subject to the necessary checks will be supervised at all times in accordance with our Trust Visitor Policy.
- 10.7 All safer recruitment practices at Inspire Education Trust comply with Keeping Children Safe in Education (September 2026). See Part 3 of Keeping Children Safe in Education (September 2026) and the Trust's Recruitment and Selection Policy for further information.
- 10.8 The Trust will ensure that any volunteer undertaking regulated activity, including those working directly with children on more than three days within a 30-day period or undertaking overnight activity, is subject to an enhanced DBS check with children's barred list information in accordance with KCSIE 2026 requirements.

11 Allegations of Abuse Against Staff

- 11.1 Inspire Education Trust takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2026) and [‘Allegations Against Staff and Volunteers’](#).

The Low Level Concerns procedure is set out in Appendix 1 of the Trust Code of Conduct Policy. For schools with EYFS provision, any allegation of serious harm or abuse made against a person living, working or caring for children on the premises will be reported to Ofsted within 14 days, alongside referral to the LADO and implementation of the Trust's allegations management procedures, as required by the EYFS Statutory Framework.

- 11.2 Allegations may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as
- ‘Transferable risk’.

- 11.3 All staff are encouraged to immediately report allegations or concerns as defined in this policy so that the identified behaviours can be investigated and managed appropriately. If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

- 11.4 All allegations or concerns in relation to staff, supply staff, contractors or volunteers should be reported immediately to:

- a) The Headteacher (for concerns about school based staff including agency staff, supply staff, volunteers and contractors).
- b) The Deputy CEO or CEO (for concerns about central team staff including Executive Leader).
- c) The Executive Leader or Chair of Governors (for concerns about Headteachers).
- d) The CEO (for concerns about the Deputy CEO).
- e) The Chair of the Trust Board (for concerns about the CEO).

- 11.5 Where there is a conflict of interest, staff must report the allegation or concern immediately to an appropriate Senior/Executive Leader, Chair of the Local Governing Body or Chair of the Trust Board.

- 11.6 The Yellow Form (Primary staff) – This form should be used for recording and reporting all allegations of abuse by and all concerns about the behaviour of staff and volunteers that are either inconsistent with or in breach of the Trust Staff Code of Conduct Policy. This includes any concerns about the staff and volunteer’s mental health. All allegations and all such concerns must be reported to the appropriate person without delay. There are paper copies of the yellow form in each staffroom. A virtual copy of the form can be found in SharePoint – Resources for Staff.
- 11.7 Secondary staff do not use the Yellow Form and must use their local procedure for reporting staff allegations and concerns as directed by their Headteacher. Low level concerns are routinely reported to a senior leader/Headteacher and this is recorded on CPOMS Staff Safe. Any concerns should be reported to the Headteacher or designated leader on the same day.
- 11.8 Concerns or allegations of abuse against staff must be reported as appropriate and not discussed directly with the person involved.
- 11.9 The appropriate senior leader or governor should consider if the concern or allegation meets;
the harms threshold as outlined in Working together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust 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 indicates they may pose a risk of harm to children
- 11.10 If they feel the criteria is met then they should refer into Coventry or Warwickshire LADO using the online referral form. The reviewer can also seek guidance/advice if unsure by emailing the LADO and by seeking HR advice.
- 11.11 ‘Low-level’ concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:
- Being overly 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. Or; humiliating pupils.
- 11.12 If the matter is determined to be a low level concern, the reviewer will manage the concern in accordance with the Trust’s Low Level Concern Policy (Appendix 1 of the Trust Staff Code of Conduct).
- 11.13 Concerns relating to a position of Trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education

2026, the school/Trust will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

- 11.14 If a child has suffered or may have suffered abuse or harm, a referral will also be made to Children's Services.
- 11.15 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Inspire Education Trust in managing the allegation.
- 11.16 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.17 Supply Teachers and all contracted staff

- 11.17.1 Although Inspire Education Trust does not directly employ supply teachers and contractors, the academy will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.
- 11.17.2 Inspire Education Trust will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.
- 11.17.3 Senior leaders will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.
- 11.17.4 Inspire Education Trust will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant Inspire Education Trust policies. Inspire Education Trust will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.18 Governors and Directors

- 11.18.1 If an allegation or concern is about a Governor or Board Member, this should be reported to the Chair of Governors/Chair of the Trust Board respectively, and the DCEO/ CEO of Inspire Education Trust.

11.19 Volunteers

- 11.19.1 An Enhanced DBS check will be completed for all volunteers regardless of whether they are supervised. Under no circumstances will a volunteer be alone with children unsupervised. The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity and an enhanced DBS check with children's barred list information will be obtained.

11.20 Whistleblowing or Speak Up

Whistleblowing is the raising of a concern, either within the workplace or externally, about a danger, risk, malpractice or wrongdoing which affects others. It is referred to in law as 'making a protected disclosure.

11.20.1 The Trust operates a culture of safeguarding, and all staff should report any concerns about poor or unsafe practice or the school's/Trust's safeguarding processes to the senior leadership team.

11.20.2 Appropriate whistleblowing (Speak Up) procedures are in place set out in the Trust's Whistleblowing Policy.

11.20.3 In the event that a member of staff is unable to raise an issue with senior leadership in school or Executive Leadership of the Trust, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures and the Trust's Whistleblowing Policy.

11.21 Complaints Procedure

11.21.1 The Trust operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors as published in our Complaints Policy at <https://www.ietrust.org/policies-procedures/>

Complaints from staff are dealt with under the Trust's disciplinary Code of Conduct, Dignity at Work and grievance procedures. (Also refer to Low level Concerns which is Appendix 1 of the Code of Conduct Policy).

11.21.2 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting Safeguarding and Welfare in the Curriculum

12.1 Inspire Education Trust recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Inspire Education Trust will teach children about safeguarding, including online safety across the curriculum. Inspire Education Trust follow the RSE national curriculum provided by the Government which ensures that children have all the latest guidance/ information they need including;

- Protective Behaviours
- SRE
- Thrive
- E-Safety

- NSPCC
 - External visitors who will be invited to work with the children dependent on relevant issues
 - DSL's who will ensure that any safeguarding updates are included in curriculum provision as and where appropriate.
- 12.3 Inspire Education Trust play a crucial role in giving the children the knowledge they need to keep themselves safe and well. This helps prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. Inspire Education Trust will have a clear set of values and standards, upheld and demonstrated throughout all aspects of academy life. These will be underpinned by the academy's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE).
- 12.4 Clear guidelines are provided on the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities that are used within the setting. No personal devices are to be used in the learning environment or on external visits/learning opportunities. No images should be shared unless in line with the Acceptable Use Policy.
- 12.5 Education at home and remote education
- Please see Appendix C which sets out the safety when children are educated at home as well as all staff have access to Inspire Education Trust's Remote Learning Policy which is available on Inspire Education Trust SharePoint.

13 Children Looked After

- 13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Inspire Education Trust recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is shown on page 3 and 4 of the Policy.
- 13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.
- 13.3 Inspire Education Trust will work with Personal Advisors when children leave care (where applicable).
- 13.4 Inspire Education Trust is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or Physical Health Needs

- 14.1 As outlined in Keeping Children Safe in Education (2026), Inspire Education Trust is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect.

This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
 - Being unable to understand the difference between fact and fiction in online content
- 14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.
- 14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.
- 14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of Reasonable Force and other restrictive interventions

- 15.1 The school will seek to avoid the use of restrictive interventions wherever possible. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate, necessary and in the best interests of protecting pupils and/or others from harm.
- 15.2 There may be occasions when staff are required to use reasonable force to safeguard children, prevent injury, prevent serious damage to property or maintain good order and discipline. Any use of force will be lawful, reasonable, proportionate, necessary and for the minimum time required to achieve a legitimate aim. Staff will not use any more force than is necessary in the circumstances.
- 15.3 The school adopts Team Teach principles and staff receive appropriate training in behaviour support, de-escalation and, where required, positive handling strategies. De-escalation techniques will always be considered before any restrictive intervention is used unless there is an immediate risk of harm.
- 15.4 Particular consideration will be given to the needs of pupils with SEND, medical conditions or other vulnerabilities. Where appropriate, risk assessments and individual behaviour support plans will identify preventative strategies and agreed responses.
- 15.5 Any significant incident involving the use of reasonable force or other restrictive intervention will be recorded promptly in accordance with school procedures. Records will include the circumstances leading to the incident, de-escalation strategies used, the nature of the intervention, the outcome and any follow-up actions.

- 15.6 Parents/carers will be informed of significant incidents involving the use of force as soon as reasonably practicable, and by the end of the same day unless there are safeguarding reasons not to do so.
- 15.7 Further information can be found in the school Restrictive Intervention and Use of Reasonable Force Policy and the DfE guidance *Use of Reasonable Force and Other Restrictive Interventions in Schools (2026)*.

16 Work Experience

- 16.1 All work experience students and adults will have an initial meeting with the Headteacher or a senior member of staff before they start their placements. They will then meet with the Office Manager and receive safeguarding and health and safety briefings with the Pastoral Manager before their placement starts. Please also refer to the Trust Health and Safety Policy and the Trust Recruitment and Selection Policy.
- 16.2 Each Academy will continue to be responsible for the safeguarding of students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- 16.3 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider (Warwickshire Alternative Provision (AP) Framework or Coventry Alternative Provision CAP Framework) or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.
- 16.4 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17 Use of school or college premises for non-school/college activities

The Academies may hire or rent out individual academy's facilities/premises to organisations or individuals. Safeguarding is still considered with this and the academy will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place. The school will liaise directly with the organisation/ individual on these matters before any hiring/renting is approved. This applies whether the children in attendance are on the school's roll or not. The Head Teacher/Governing Body will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this will result in termination of the agreement. The DfE has published guidance 'Using after-school clubs, tuition and community activities' on this. In the event of an incident, the school will follow its own policy including informing the LADO.

18 Children staying with host families

- 18.1 Inspire Education Trust recognises its responsibility to safeguard children who stay with host families as part of exchange visits, educational visits or other school-arranged activities.

- 18.2 Where the school arranges host family accommodation, appropriate suitability and safeguarding checks will be undertaken in line with KCSIE requirements. A risk assessment will be undertaken for each placement and kept under review for the duration of the placement. Any safeguarding concerns identified before, during or after the placement will be managed in accordance with the school's safeguarding procedures.
- 18.3 Where arrangements meet the definition of private fostering, the school will notify the relevant local authority and work with partner agencies to promote the child's welfare and safety.

19 Boarding schools and Residential settings

- 19.1 Inspire Education Trust recognises that children living in boarding or residential settings require robust safeguarding arrangements to ensure their safety, welfare and wellbeing.
- 19.2 Safeguarding procedures apply throughout the residential day and night. Staff will receive appropriate safeguarding training, maintain professional boundaries and follow established reporting procedures for all concerns, allegations and incidents of child-on-child abuse.
- 19.3 The Designated Safeguarding Lead will work closely with residential leaders and relevant agencies to ensure safeguarding concerns are identified, shared and responded to promptly, using a child-centred approach.

20 Summary

Inspire Education Trust is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the academy.

Responsibility

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Appendix A – Key Policies

Inspire Education Trust's safeguarding policy is intended to be used in conjunction with the following policies which can be found within the SAM library and/or on Inspire Education Trust's website as well as being available for staff on [SharePoint](#).

Inspire Education Trust adheres to Coventry Safeguarding Children Partnership and Warwickshire Safeguarding Children Partnership, which can be found here:

- [Allegations Against Staff or Volunteers \(CSCP\) \(Coventry\)](#)
- [Allegation Against Staff WCCC-1642278725-5220.docx \(Warwickshire\)](#)
- Allegations Against Members of Staff
- Anaphylaxis and Allergy Policy
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs - Management of Medication and
 - Managing – Preventing Illness'.
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol (*referred to in Behaviour Policy and Staff Code of Conduct*)
- Equalities Policy
- E-Safety Policy (including the filtering and monitoring system - Smoothwall)
- [Managing Professional Disagreements \(CSCP\) \(Coventry\)](#)
- [WSCP Practitioner Escalation Policy \(Warwickshire\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- Restrictive Intervention and Use of Reasonable Force Policy
- Safer Recruitment Policy

- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Visitor Management Policy (*including external speakers' information*)
- Whistleblowing Policy
- Work Mobile Phone Use

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, Inspire Education Trust will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2026).

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

Inspire Education Trust takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their Class Teacher, to the DSL or to any trusted member of staff and we will work to resolve it. We also teach children about the dangers of bullying through our curriculum and evidence to this can be seen on the individual academy websites.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

Inspire Education Trust is aware that criminal exploitation involves exploitative situations, contexts and relationships where young people (or a third person or person) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals' this is often a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

We at Inspire Education Trust will ensure that when delivering safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. Inspire Education Trust Behaviour and Discipline Policy and ethos about educating children and young people around risks and crime.

Inspire Education Trust DSL's attend regular briefings with the Head of Primary Education and any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner.

Domestic abuse

The impact of Domestic abuse on children and their families is taken seriously throughout Inspire Education Trust and during the safeguarding training the effect on the children is highlighted to all staff.

Inspire Education Trust uses Operation Encompass in their individual academies, which is a unique Police and Education early intervention safeguarding partnership, which supports children and young people, exposed to domestic abuse.

Operation Encompass reports to academies before the start of the next academy day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening.

The information is given in strict confidence to the DSL's to enable support to be given dependent on the needs and wishes of the child and at the direction of the Integrated Front Door services/Family Connect.

Operation Encompass is a Trauma informed and Trauma sensitive charity who acknowledge and understand the impact of Domestic Abuse as an Adverse Childhood Experience (ACE). Operation Encompass mitigates against the damage caused by exposure to Domestic Abuse and other ACE's (Adverse Childhood Experiences).

Fabricated or induced illness

Inspire Education Trust is aware that fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and, understand the appropriate way to report any concerns.

Faith-based abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other languages that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djins, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by parents, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007). The belief in 'possession' or 'witchcraft' is widespread. It is not confined to certain countries, cultures, or religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to Children's Social Services.

Female genital mutilation (A form of so-called 'honour-based' abuse)

Inspire Education Trust staff receive training regarding FGM during their safeguarding training at the start of the academic year and throughout the year, especially near to academy holidays. All staff are aware that it is their responsibility to make a referral directly to the Police and Children's Social Care and also that they must inform the DSL's and follow Inspire Education Trusts procedures.

Forced marriage (A form of so-called 'honour-based' abuse)

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties' consent to the assistance of the parents/family or a third party in identifying a spouse. Inspire Education Trust's ethos is to ensure that pupils understand and respect one another regardless of age, gender, or sexual orientation. Inspire Education Trust does this through its Behaviour and Discipline Policy, Anti-Bullying Policy, E-Safety Policy as well as their close working relationship with the Police, Local Authority Attendance Officer, Behavioural Support and Children's Social Services.

Gangs or youth violence

Inspire Education Trust has a duty and responsibility to protect the children in its care and increasingly recognises that within each academy is a place where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventative work is done and will be done with all children to prevent negative behaviour from escalating and becoming entrenched. Programmes such as Thrive, work through the curriculum in PSHE and ICT are undertaken as well as links with outside speakers. All these programmes help to improve the children's social and emotional skills, understanding risk, exploring how to stay safe and make safe choices.

Gender-based violence

Inspire Education Trust treats gender-based violence as serious, is supported by its Anti-Bullying Policy, Behaviour and Discipline Policy and Child Protection and Safeguarding Policy and will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum, assemblies as well as yearly events to provide understanding that everyone should be treated with respect. Inspire Education Trust has a close working relationship with parents/carers to ensure support with behaviour.

Hate

Inspire Education Trust is aware that a hate crime in any incident carried out against a person because of their sex, race, religion, disability or sexual orientation. It can include:

- Verbal abuse and harassment
- Threats and intimidation
- Physical assault and violence, including sexual violence
- Property damage
- Graffiti
- Offensive mail

If a person has suffered – or witnessed – a hate crime they can call the police on 101, report and emergency or call 999 and ask for the Police.

If it is a child at an academy who is being harassed and a disclosure is made then it is important to listen to the child and follow procedures as set out in the Child Protection and Safeguarding Policy and inform, the parent/carer and if necessary, contact Children's Social Services.

Homelessness

Within Inspire Education Trust, staff are made aware through their ongoing training, that there may be times when families of children who attend may be in the situation where they either are made homeless or are threatened with homelessness. If staff have any concerns about children in their care, then it is important to refer the issue to the DSL's within the individual academies who will in turn make appropriate enquires to support the family in need.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

Inspire Education Trust understands that Honour based violence is a crime or incident which is often committed to protect or defend the so called 'honour' of a family and/or community. Crimes of so called 'honour' do not always include violence, crimes committed may include:

- Domestic abuse

- Threats of violence
- Threats to disown
- Sexual abuse
- Psychological/emotional abuse, for example
 - “Your grandma wants to see you marry before she dies”;
 - “I will kill myself if you bring shame to our family by not getting married”;
 - “If you don’t marry him then your sister will have to”.
- Forced marriage
- Being held against your will or taken somewhere where you do not want to go (often to another country)
- Surveillance and harassment.

If a staff member receives a disclosure from a child about themselves, a sibling, or another child then it is their responsibility to follow the procedures set out in the Child Protection and Safeguarding Policy. Any updates relating to so called honour-based violence then this information will be disseminated among the staff.

Radicalisation and Extremism

Inspire Education Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society. Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The MAT Pastoral Lead has undertaken the HM Governments WRAP 3 training and all staff will take part in the Safeguarding training at the start of the new academic year which will include Prevent training and the Academy works closely with the Prevent Education Officers who support through training to the DSL’s and whole academy staff. All staff will undertake Prevent learning every two years and will receive updated training throughout the year. Within their training staff will understand:

- That academies are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.
- That we promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism.
- That we prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language.
- Signs to look out for including use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so that issues can be addressed.
- Far right extremism and ultra-right extremism and ‘Islamic’ extremism are the most prevalent in the West Midlands.

The staff will also be made aware of how referrals need to be made through the Notice, Check, Share procedures and how, where there are concerns, that a referral will be made to Channel.

Inspire Education Trust has ensured that all academies have undertaken the Prevent Toolkit, which is updated annually and staff have ensured that they have completed the relevant Checklist and Risk Assessment individually.

Relationship Abuse

Inspire Education Trust are aware that any abuse in relationships is extremely serious, and staff are advised to follow the referral procedures as set out in the Child Protection and Safeguarding Policy. All concerns are logged on CPOMS and are passed onto the DSL's who will make a referral if necessary.

Serious Violence

Staff within Inspire Education Trust are aware of the indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possession could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

Sexual violence or sexual harassment (including peer-on-peer abuse)

Staff within Inspire Education Trust are asked to refer to the following policies if there is a concern regarding sexual violence, sexual harassment or sharing of consensual or nonconsensual nude images and videos:

- Child Protection and Safeguarding Policy
- Peer on Peer Abuse
- Whistleblowing Policy
- Working alone with children
- Hospitality Policy
- Allegations against staff
- Safe Touch Policy
- Prevent – Tackling Extremism Policy

Trafficking and modern slavery

Inspire Education Trust is aware that trafficking and modern slavery is a serious issue and within Inspire Education Trust the Behaviour and Discipline Policy sets out how people should be treated and how they should treat others. Inspire Education Trust's ethos is also about educating children and young people around risks, crimes and how to keep themselves safe. If, however, staff receive any concerns about a child it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

Children Absent from education, home or care

Inspire Education Trust will also take action to protect:

- Children absent from education
- Children missing from home or care

Children Absent from Education

Inspire Education Trust understands that staff have a 'duty of care' for any children absent from education, home or are vulnerable and it is their responsibility to ensure that children are attending the academy regularly. It is important that all staff are aware of the Attendance Policy, Missing Child Policy and Child Absent in Education Policy and that there is regular communication between the Academy Offices, Pastoral Leads, Head Teachers and Class Teachers.

The Pastoral Lead will follow the safeguarding procedures as set out in the Children Absent in Education Policy in order to identify where the child is.

CME processes remain the same in Coventry with the CME pathway or Warwickshire CME or [Children missing education: statutory guidance for local authorities and schools - GOV.UK](#) to be followed when reporting that a child has been removed from roll, aware a child is not on a school roll or if child has not been seen by school staff for a while (i.e. unsuccessful home visits or being informed the child has moved abroad). CAFE is the attendance pathway for promoting your schools attendance where there will be some variance in how this is approached (reduced time tables, EHE, suspensions etc).

The Attendance Policy, Missing Child Policy and Child Absent in Education Policy is kept on SharePoint as well as the individual academies website and Inspire Education Trust's website.

Our procedures are:

- School Office contact home/Studybugs alert is sent to parents/carers
- Pastoral lead contact home and other family members or friends identified on admission forms
- Pastoral Lead talk to friends of children/family
- Home visit
- Contact Attendance Officer if child absent for 10 days, however advice will be sought previously.
- Pastoral Leads to follow appropriate pathway (CME or Attendance)
- Check admissions at the Local Authority to find out if family have moved - Contact GP of family

Children Missing from home or care

Any children missing from home or care will be dealt with in the same manner as above however, extra steps will be taken where, if the child is in care then the Social Worker will be informed as well as the Police. The Attendance Policy, Missing Child Policy and Child Missing in Education Policy is kept on the CPOMS library as well as the individual academies website and Inspire Education Trust's website.

Private Fostering

Inspire Education Trust have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a referral to Children's Services. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 7 days/1 week. The legislation states that 28 days is the maximum as set out in the policy.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The academies recognise that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C – Remote Education/Home Learning

This Appendix is to ensure appropriate communication, via Class Dojo, between home and school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching/use of Class Dojo should follow the same principles as set out in the Trust code of conduct.

- All Class Dojo accounts are linked to school/Trust email addresses
- Expectations around the frequency of home/school communication set. Two pieces of teacher feedback, for children who have uploaded work and/or posted any queries will be added each week. There is no specific part of the week this should be completed, so this can be responsive to children's postings, but it should be within the normal working day of 8.30am – 4.00pm.
- One additional class teacher posting each week. This might be the teacher reading a story, a class challenge or a link to a news article or particular event happening around the country – e.g. Easter.
- Guidance given on appropriate length and tone of responses in Home Learning Expectation.

Below are some things to consider when recording video-clips, especially where webcams are involved.

- No live streaming.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Inspire Education Trust to communicate with pupils.
- Concerns around pupil or parent home/school communication should be sent to the individual Headteacher during the next working day.

Any other concerns to be sent to Rob Darling, Deputy CEO. Refer to the Remote Learning Policy for this Appendix.

Staff/Volunteer Concern Reporting Form

Logging a concern about the behaviour of a member of staff or volunteer

(N.B. This form should be used for recording and reporting all allegations of abuse by and all concerns about the behaviour of staff and volunteers that are inconsistent with or in direct breach of the Staff Code of Conduct. This includes any concerns about the staff and volunteer's mental health. All allegations and all such concerns must be reported to the appropriate person (usually the Headteacher* without delay)

*In the event that the allegation/concern is about the Headteacher, this form must be passed to the DCEO, if the concern is about the DCEO or Executive Head then to the CEO, if the CEO then to the Chair of Governors who should complete the second part of the form.

(Following sections to be completed by Headteacher*)

Time and date information received by Headteacher*, and from whom	
Action taken (e.g. discussion with LADO, PoT [position of trust] MARF to LADO, advice taken from DCEO/HR/Legal/CEO/Chair of Governors	
Date, time, name, role, organisation advice provided by.	
If decision not to refer to LADO, state reason	
Parents informed? Yes/No State reasons if No	
Outcome (e.g. Referral to LADO, PoT meeting convened, HR advice taken, Police investigation, internal investigation, informal management advice given and recorded, no further action)	
Signed	
Printed Name	
Date	

Signature, date and time when member of staff submitting this form received confirmation of receipt of report/allegation from Headteacher*
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Approval and review

Reviewed by Claire Jones & Rob Darling

Review Date August 2026

Approval date August 2026

Next review date August 2027

Signed:



Lois Whitehouse

CEO



Mark Gore

Chair of Directors