Safeguarding and Child Protection Policy

2026-2027

Alderman Jacobs School

Approved via Governorhub

Approved Date	**9th September 2026**
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Background

1. **Soke Education Trust and its schools are committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.**

2. Our safeguarding arrangements are underpinned by:
   - Keeping children safe in education 2026,
   - Working together to safeguard children 2026,
   - The Education Act 2002,
   - Children Act 1989 and Children Act 2004,
   - The Human Rights Act 1998,
   - The Equality Act 2010,
   - Data Protection Act 2018 and UK GDPR, and
   - Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures.

3. The welfare of the child is paramount and all decisions made by Soke Education Trust and its schools will be taken in the best interests of children.

4. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping children safe in education 2026 (KCSIE). **All** staff must be made aware of their duties and responsibilities under Part One of this document.

5. It is essential that everyone working in a school or college understands their safeguarding responsibilities. The governing body and its committees, working in partnership with the senior leadership team and the Designated Safeguarding Lead (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of KCSIE.

6. Governing bodies should ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSIE.

7. Through their day-to-day contact with pupils, and direct work with families, all staff in school have a responsibility to:

   - Identify concerns early, offer support, and prevent issues from escalating,
   - Provide a safe environment in which children can learn,
   - Identify children who may benefit from Family Help and early support,
   - Know what to do if a child tells them he/she is being abused or neglected in line with the setting procedures, and
   - Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of KCSIE).

8. This policy is consistent with the Cambridgeshire & Peterborough Safeguarding Partnership Board procedures.

Purpose

9. There are four main elements to this policy:

    1) **Prevention –** Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos,

    2) **Procedures –** For identifying and referring cases, or suspected cases, of abuse or exploitation,

    3) **Supporting children –** Particularly those who may have been abused or witnessed violence towards others, and

    4) **Preventing unsuitable people working with children –** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

10. This policy is available to parents on request and is on the Soke Education Trust website and every school website at https://www.sokeeducationtrust.co.uk/trust-policies

Scope

11. This policy sets out how the setting's governing body and its committees discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the setting. Our policy applies to **all** staff, paid and unpaid, working in the setting including governors.

12. We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.

13. Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge,
- Protecting children from maltreatment, whether that is within or outside the home, including online,
- Preventing 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,
- Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and
- Taking action to enable all children to have the best outcomes.

Useful Contacts

Useful Contact	Communication Route
Cambridgeshire Education Safeguarding Team	ecps.general@cambridgeshire.gov.uk
Cambridgeshire Education Safeguarding Enquiries	ECPS.General@cambridgeshire.gov.uk
Cambridgeshire Education Navigator – MASH	MASH.EducationNavigators@cambridgeshire.gov.uk
Early Help/Targeted Support	Tel: 01480 376666
MASH – General Enquiries	Tel: 0345 0455203
MASH – Professional Consultation Line	Tel: 01480 379040
MASH referral Portal	Professional (peterborough.gov.uk)
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@cambridgeshire.gov.uk Tel: 01223 727967
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596
Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures	Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board

Prevention

Standard Commitments

14. We recognise that children who are confident, resilient, listened to, and supported by positive relationships with trusted adults are better protected from harm. We are committed to creating a culture where safeguarding is everyone's responsibility, children's welfare is paramount, and children feel able to seek help when they need it. The setting will:

- Establish and maintain a culture of safeguarding in which all children feel safe, secure, respected and valued, including within the online environment, and are encouraged and supported to talk openly about anything that worries them,
- Ensure that all children are listened to and that their wishes, views and feelings are taken seriously and appropriately considered when determining what action to take, in accordance with their age, understanding and individual needs,
- Ensure children know who they can turn to for help and support within the setting, understand how to report concerns about themselves or others, and are confident that concerns will be taken seriously and acted upon promptly and appropriately,
- Promote protective behaviours, resilience, wellbeing and positive mental health through a broad, balanced and inclusive curriculum and through the wider life of the setting,
- Provide a curriculum, including Relationships Education, Relationships and Sex Education and Health Education (where applicable), Health Education and online safety education, that is age, stage and developmentally appropriate and responsive to the specific needs, vulnerabilities and experiences of individual children,
- Support children to recognise risks both online and offline, including abuse, exploitation, grooming, coercion, harmful sexual behaviour, sexual violence and sexual harassment, criminal exploitation, child-on-child abuse, radicalisation, misinformation and disinformation, and to know how to seek help and support,
- Recognise that children may be at greater risk of harm or face additional barriers to disclosing abuse, including children with special educational needs and disabilities (SEND), children who are or have been looked after, young carers, children who identify as LGBTQ+, children experiencing mental health difficulties, and children with protected characteristics, and ensure appropriate support is in place,
- Ensure all staff understand that safeguarding incidents and behaviours can be associated with factors outside the school/college and can occur between children as well as between adults and children,
- Promote equality, diversity and inclusion, helping children to develop an understanding of respect, tolerance, healthy relationships, consent, protected characteristics and individual differences,
- Challenge, address and respond robustly to all forms of prejudice-related behaviour, discrimination and abuse, including sexism, misogyny, misandry, sexual harassment, sexual violence, homophobia, biphobia, transphobia, racism, disablism and other behaviours motivated by prejudice or hate. Such incidents will be recorded, monitored and responded to in accordance with the setting's policies and procedures, and
- Foster strong and trusted relationships between children and staff to ensure that concerns can be identified early, help can be provided as soon as problems emerge, and children receive the right support at the right time.

15. All schools that are part of Soke Education Trust will incorporate into the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts.

16. We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme. The programme provides a progressive framework that enables

children to develop a strong understanding of personal development and wellbeing throughout the primary phase. The framework covers four main strands so that children have a holistic education and includes:

- *Myself and My Relationships* (emotions, friendships, anti-bullying, family life)
- *Healthy and Safer Lifestyles* (personal safety, digital/online safety, physical health, and statutory Relationships and Sex Education [RSE])
- *Citizenship* (rules, responsibilities, diversity, community, and teamwork)
- *Economic Wellbeing* (basic financial capability and money management)

17. We use the Safer Spaces Action Toolkit developed by the Cambridgeshire PSHE Service. This supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

Procedures

Multi-Agency Procedures

18. Schools in the Soke Education Trust will follow the procedures set out in the Cambridgeshire & Peterborough Safeguarding Partnership Board Multi-Agency Procedures.

19. Our school's will liaise with the three statutory safeguarding partners (Local Authority, Health and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2026.

20. **The Designated Safeguarding Lead is:**

Martin Fry, Headteacher

21. **The Deputy Designated Safeguarding Leads are:**

Sarah Holdsworth – Assistant Headteacher
Emma Vickers - Assistant Headteacher
Richard Isley – Attendance and Safeguarding Officer
Sarah Miles – Assistant Headteacher

22. **The nominated Governor for Safeguarding and Child Protection is:**

Nicky Baker, Chair of Governors

23. **Prevent Lead – Richard Isley**

24. **Online Safety Lead – Martin Fry**

Staff Induction and Safeguarding Awareness

25. The governing body and its committees will ensure that all staff, volunteers, governors and trustees receive appropriate safeguarding information at induction and are provided with regular safeguarding updates thereafter.

26. From induction onwards, all staff will be made aware of:

- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSLs),
- The setting's safeguarding and child protection procedures,
- The systems for recording and reporting safeguarding concerns,
- Their individual responsibility to safeguard children and report concerns without delay,
- The requirement to read and understand Part One of KCSIE,
- The setting's staff code of conduct and whistleblowing procedures, and
- The role of filtering and monitoring systems and the process for reporting concerns relating to online safety.

27. Staff must understand:

- How to identify signs of abuse, neglect, exploitation and child-on-child abuse,
- That children can be at risk of harm both inside and outside the home, inside and outside the setting and online,
- The importance of professional curiosity,
- Their responsibility to provide a safe environment in which children can learn,
- Their role in Family Help and Early Help processes,
- The process for making referrals to Children's Social Care,
- The safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged, and
- The safeguarding risks associated with misinformation, disinformation, generative AI, deepfakes and other emerging technologies.

Reporting Concerns

28. All staff must act immediately if they have concerns about a child's welfare.

29. For example, staff are required to record safeguarding concerns on My Concern, our electronic platform immediately and submit them to the DSL or DDSL without delay. Any concerns relating to physical abuse, sexual abuse or a child at immediate risk of harm must also be reported verbally to the DSL/DDSL as soon as possible and followed up in writing.

30. My Concern automatically sends a notification to the DSL & Deputy DSL. This is actioned on the day that it is received by completing an appropriate investigation and gathering of evidence. Records are maintained and updated and appropriate communication is taken with parents and external agencies.

Designated Safeguarding Lead Arrangements

31. The governing body and its committees will ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.

32. The DSL or a Deputy DSL will always be available during operating hours and term time to discuss safeguarding concerns and support staff in making referrals where necessary.

33. In the absence of the DSL and all Deputy DSLs, staff should seek immediate advice from the Headteacher and, where required, make a direct referral to Children's Social Care or the Police through the safeguarding Professional Referral process. Staff should never delay action because a DSL is unavailable.

34. Where a DSL or DDSL is not present on the school site, reciprocal arrangements are in place for schools to seek immediate support from another school in the Soke Education Trust.

Alderman Jacobs School	01733 202403 - Martin Fry (DSL) Richard Isley (DDSL)
Gunthorpe Primary	01733 571193 – Charlotte Brattan (DSL) Candise Reed (DDSL)
John Clare Primary	01733 252332 – Sarah Nicolson (DSL) Caroline Johnson (DDSL)
Northborough Primary	01733 252204 – Andrew Pattison (DSL) Andrea Jackson (DDSL)
Werrington Primary	01733 571179 – Kirsty Graham (DSL) David Johnson (DDSL)
Wittering Primary	01780 782336 – Charlotte Blake (DSL) Clare Brant (DDSL)

35. Whilst there is no statutory requirement for DSL availability during holidays, the setting will ensure that safeguarding arrangements remain proportionate to the needs of pupils. This may include monitoring safeguarding email accounts and providing a nominated safeguarding contact for urgent child protection matters.

Training

36. The governing body will ensure that all staff receive safeguarding and child protection training at induction and through annual updates.

37. Training will include:

- Child protection procedures,
- Child-on-child abuse,
- Exploitation,
- Online safety,
- Prevent awareness,
- Filtering and monitoring responsibilities,
- Children missing education,
- Family help processes,
- Professional curiosity,
- Information sharing,
- The risks associated with misinformation and disinformation,
- Emerging technologies and AI-related safeguarding risks, and
- Local safeguarding procedures and multi-agency working arrangements.

Online Safety

38. The governing body recognises that safeguarding includes protecting children from online risks and harms.

39. Our schools Online Safety Policy reflects the requirements of KCSIE, Meeting digital and technology standards in schools and colleges and Generative AI: product safety expectations.

40. The Online Safety Policy is aligned with the Behaviour Policy (both available via our website) and includes procedures for responding to:

- Online abuse and exploitation,
- Cyberbullying,
- Harmful online content,
- Misinformation and disinformation,
- Making, possessing or sharing nudes and semi-nudes (see Sharing nudes and semi-nudes: advice for education settings working with children and young people), and
- Risks associated with generative AI, deepfakes and manipulated imagery.

41. Soke Education Trust and all its schools operate a phone-free environment for pupils. Any exceptions are set out within the Use of Mobile Phones and Smart Devices Policy

Filtering and Monitoring

42. The governing body and its committees will ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful content.

43. With support from the DSL and relevant IT providers, the effectiveness of filtering and monitoring systems will be reviewed at least annually by the designated senior leader responsible.

Whistleblowing and Low-Level Concerns

44. The governing body and its committees will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.

45. Concerns will be managed sensitively, proportionately and in accordance with the setting's Whistleblowing Policy, Staff Code of Conduct, and procedures for managing allegations and low-level concerns about adults working with children. See Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children.

Working with Parents and Carers

46. The governing body and its committees will ensure that parents and carers are informed of the setting's safeguarding responsibilities and that this Safeguarding and Child Protection Policy is published and accessible via the setting's website.

Vulnerable Groups of Children

47. The governing body and its committees recognise that while all children can be harmed, some children may face additional barriers to safeguarding and may be at greater risk of abuse, neglect or exploitation, both online and offline.

48. The schools of Soke Education Trust will give particular consideration to children identified within KCSIE as potentially vulnerable and ensure appropriate support and protective measures are implemented where required.

Alternative Provision and Off-Site Education

49. Where pupils access alternative provision or are educated off-site, our school remains responsible for ensuring appropriate safeguarding arrangements are in place.

50. We will:

- Undertake appropriate due diligence before any placement begins,

- Obtain written confirmation that relevant safeguarding and safer recruitment checks have been completed,
- Maintain effective information-sharing arrangements with the provider,
- Monitor attendance, welfare and safeguarding arrangements throughout the placement, and
- Review placements immediately where safeguarding concerns arise and end placements where necessary.

51. Where there is a need for the school to make use of Alternative Provision or Off-site education we will communicate our reasons for this and ensure compliance with KCSIE, the needs of Education for children with health needs who cannot attend school or those in Alternative Provision

The Governing Body Obligations

52. The governing body and its committees recognise that they have a strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that the setting complies with its duties under legislation and statutory guidance. Readers should refer to Part Two of KCSIE for the full responsibilities of governing bodies, proprietors and management committees.

53. The governing body and its committees will ensure that safeguarding arrangements are effective, child-centred and embedded throughout the setting. Safeguarding governance includes leadership and oversight, safer recruitment, child protection arrangements, online safety, filtering and monitoring, staff training, and the promotion of a culture where safeguarding is everyone's responsibility.

54. The governing body and its committees will:

- Appoint a Safeguarding Trustee and Link Governor to provide strategic oversight and champion safeguarding,
- Ensure all governors and trustees receive safeguarding and child protection training, including online safety, at induction and through regular updates,
- Ensure governors can provide appropriate strategic challenge regarding safeguarding arrangements and their effectiveness,
- Ensure compliance with duties under the Human Rights Act 1998, Equality Act 2010, Public Sector Equality Duty and Cambridgeshire & Peterborough Safeguarding Partnership Board's safeguarding arrangements,
- Receive and scrutinise an annual safeguarding report and ensure any identified weaknesses are addressed without delay,
- Review, ratify and update this Safeguarding and Child Protection Policy annually,
- Ensure this policy is understood and implemented by all staff,
- Ensure the policy is published on the setting's website,

- Ensure appropriate filtering and monitoring systems are in place and reviewed annually,
- Ensure that children's wishes, views and feelings are considered when safeguarding decisions are made, and
- Promote a strong safeguarding culture where the welfare of children is paramount.

Multi-Agency Working

55. Education settings have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that all schools who are part of Soke Education Trust contribute to multi-agency working in line with Working Together to Safeguard Children 2026.

56. At our school we will:
    - Work to develop effective links with relevant services to promote the safety and welfare of all pupils and students,
    - Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups,
    - In line with Working Together to Safeguard Children 2026, distinguish between universal services, early help and the targeted early help level of Family Help – which is a formal, local-authority-coordinated, consent-based offer, distinct from universal early help.
    - The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns,
    - Notify the relevant Social Care Team immediately if:
        - It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),
        - There is an unexplained absence of a pupil who is subject to a Child Protection Plan,
        - There is any change in circumstances to a pupil who is subject to a Child Protection Plan, and
    - When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping, Confidentiality and Information Sharing

57. We will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.

58. Records should include:

    - A clear and comprehensive summary of the concern,
    - The child's lived experience, and where appropriate their views,

- Details of how the concern was followed up, decision making, use of local partnership tools and note of any actions taken and any outcomes, and
- A record of discussion/communication with parents and their views.

59. Electronic records are stored on an identified, purpose-built, secure platform – My Concern which meets the DfE's Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges. All staff are directed to the National Cyber Security Centre's (NCSC) Cyber security training for school staff.

60. Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

61. We will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the Data Protection Act 2018 and UK GDPR.

Communication with Parents/Carers

62. Soke Education Trust and all its schools are committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:

- Where there are concerns about a child's welfare, we will, wherever appropriate, seek to discuss these with parents and carers and work in partnership with them to identify the most effective support. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal investigation. In such cases, we will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and
- At our school we will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

63. Soke Education Trust and all its schools recognise that children can abuse other children, and that child-on-child abuse can occur both inside and outside of school, including online. All forms of child-on-child abuse are taken seriously and will never be dismissed as banter, part of growing up, or simply having fun. This includes, but is not limited to:
- Bullying (including cyberbullying),

- Physical abuse,
- Initiation or hazing behaviours,
- Prejudice-based abuse,
- Sexual harassment,
- Sexual violence,
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos, and
- Harmful sexual behaviour.

64. We will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.

65. Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of KCSIE, which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see Sharing nudes and semi-nudes: how to respond to an incident.

Supporting Children

Protecting Children

66. Soke Education Trust and all its schools recognises that whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:

- Children who need a social worker (Child in Need and Child Protection Plans),
- Children who are absent from education,
- Elective home education (EHE),
- Children requiring mental health support,
- Looked after children and previously looked after children,
- Care leavers,
- Young carers,
- Children with special educational needs, disabilities or health issues,
- Safeguarding children with medical conditions,
- Children who are lesbian, gay or bisexual, and
- Children who are questioning their gender.

67. Where staff have any concerns about a child this should be recorded on My Concern within 24 hours. A DSL/DDSL will carry out appropriate investigations and seek support through local safeguarding arrangements as necessary. Where required the school's Anti-bullying policy, SEND and Attendance Policies will be implemented alongside pastoral support that the school offers

68. We understand that it is important to recognise specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should act on concerns immediately and follow organisation procedures, including recording concerns and speaking with DSL (or a deputy). The list below details those groups as per KCSIE's Annex A, which contains detailed definitions:

- Child abduction and community safety incidents,
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE),
- County lines,
- Children and the court system,
- Children missing from education,
- Children with family members in prison,
- Cybercrime,
- Domestic abuse,
- Homelessness,
- Modern Slavery and the National Referral Mechanism,
- Preventing radicalisation,
- The Prevent duty,
- Channel,
- Serious Violence,
- Honour based abuse (including Female Genital Mutilation and Forced Marriage),
- FGM,
- FGM mandatory reporting duty for teachers, and
- Forced marriage.

69. In line with Annexe A of KCSIE, we ensure that we support, seek advice and use the appropriate tools and guidance to safeguard children against:

- Domestic Abuse Act 2021,
- Marriage and Civil Partnership (Minimum Age) Act 2022,
- Female Genital Mutilation Act 2003,
- Risk Outside the Home (ROTH) Assessment Tool, and
- Risk Outside the Home (ROTH) Assessment Guidance.

70. At our schools we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

71. To achieve this, as appropriate to the region, the Cambridgeshire or Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL or Domestic Abuse (DA)Lead. On receipt of any information, the DSL or DA Lead will decide on the appropriate support the child may require.

72. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be

undertaken in accordance with the Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings.

73. It is a statutory duty for teachers in England and Wales to personally report cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers must consider and discuss such cases with the DSL and involve social care as appropriate. Our staff have been provided with training on our FGM reporting procedures. Where an adult in school knows that an act of FGM has been carried out they should make a personal report to the Police using the resource www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information. Unless there is a strong reason not to do so, the school also expects that they complete a log of concern on My Concern and flag this as needing immediate attention. Where there is no physical evidence that FGM has occurred, staff should complete a log of concern on My Concern for the DSL to trigger local safeguarding procedures.

Children Who Have Returned Home to their Family from Care

74. We recognise that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Children's Social Care if a concern arises.

Children Exposed to Risk Outside the Home (ROTH)

75. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation (including county lines and online exploitation), serious youth violence, peer-on-peer abuse and radicalisation.

76. We recognise that children experience risk outside the home (ROTH). Where there is a concern, a log should be made on My Concern for the DSL/DDSL to investigate. This will take be informed by the UNHCR approach of What, How, Why. During the process the DSL/DDSL will complete an analysis of known and new ACES, develop a risk assessment and open a local safeguarding concern where required. At all times, records will maintained. School will ensure effective communication with parents and other agencies who need to know and will gather the child's perspective. School pastoral and agency support will be implemented as appropriate.

Children at Risk of Radicalisation

77. The governing body will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2yrs) and that all staff receive training about the Prevent Duty within induction and regular updates/annual refreshers.

78. **The following member of staff is the Prevent Lead and has undertaken Prevent Lead training Richard Isley (trained March 2026)**

79. The schools that are part of Soke Education Trust ensure that the Designated Safeguarding Lead (and Deputies) are aware of local procedures for completing a National Prevent referral form.

80. See also The Prevent duty: an introduction for those with safeguarding responsibilities, and Prevent duty guidance: England and Wales (2023).

81. Where a concern that falls within the Prevent duty occurs a log of concern should be made on My Concern immediately. This will be investigated by the DSL/DDSL and appropriate investigations and evidence gathering will be completed. The DSL/DDSL will notify external agencies and take appropriate action. Throughout the process records will be maintained and My Concern will be updated.

Privately Fostered Children

82. Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or close relative, in their own home for 28 days or more.

83. The schools in the Soke Education Trust follow the mandatory duty to inform the appropriate Local Authority - Peterborough City Council/ Cambridgeshire County Council - of any Private Fostering arrangements via a Safeguarding Referral.

Preventing Unsuitable People From Working With Children

Recruitment

84. Soke Education Trust and its schools operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of KCSIE. This section should be read in conjunction with our Safer Recruitment Policy available here https://www.sokeeducationtrust.co.uk/trust-policies

85. The governing body and its committees will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

86. **The following members of staff have undertaken Safer Recruitment training ……**

Martin Fry (January 2026 Nicola Bradshaw - Operations Manager (December 2025)

Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One)

87. Any allegation of abuse made against any person in paid or unpaid capacity that meets the harms threshold as set out in KCSIE's Part Four, Section One, will be reported straight away to the Head Teacher.

88. In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Local Assurance Committee who must follow the procedures set out in Part Four of KCSIE.

89. The Headteacher will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made and adhere to the relevant procedures set out in KCSIE, Part Four and the setting's HR Policies as well as seek advice from their HR provider.

90. The Headteacher (Chair of Local Assurance Committee where the allegation is about the Headteacher) will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

91. Before contacting the LADO, the school will use the guidance chart found in Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children to support their decision-making.

92. If the school identifies that a child has been harmed, may be at risk of harm, or requires an immediate safeguarding response, the DSL (or deputy) will make a referral to the LADO, Children's Social Care and the police without delay, as appropriate.

93. We will use the local LADO Procedures set out by the Cambridgeshire & Peterborough Safeguarding Partnership Board.

94. We will follow the duty of care set out on page 111 of KCSIE regarding the welfare of those involved.

Concerns that do not Meet the Harms Threshold

95. Low level concerns that do not meet the harms threshold should be reported to the Headteacher. The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

96. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of the Local Assurance Committee who will follow the procedures set out in Part Four, Section Two of KCSIE.

97. As good practice governing bodies and its committees should set out their low level concerns policy within their Staff Code of Conduct policy https://www.sokeeducationtrust.co.uk/trust-policies

98. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose and action taken. The name of the individual

sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

99. All records kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. Our data protection policies are found at https://www.sokeeducationtrust.co.uk/trust-policies

100. Soke Education Trust and al its schools will promote an open culture where concerns about adults working in or on behalf of any of our schools are addressed promptly and appropriately. This helps identify inappropriate behaviour early, reduce the risk of abuse, and ensure all adults understand and follow professional boundaries, the setting's ethos and values.

101. Soke Education Trust and all its school ensure that **all** staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils, parents or carers as advised within the Professional and Personnel Relationships Guidance. Signed confirmation is required.

102. Soke Education Trust and all its schools will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Other Related Policies and Procedures

103. See the Context section for the list and links to relevant policies.

104. All the schools who are part of Soke Education Trust have a Whole-School Allergy Policy for supporting children with medical conditions. This is displayed on the school website in accordance with section 34 of the Children's Wellbeing and Schools Act 2026, Allergy safety in schools statutory guidance, Stronger protections for children with allergies in school.

Governing Body Safeguarding Responsibilities

Use of Setting Premises for Non-Setting Activities

105. Where the governing body and its committees provide extended facilities or before or after setting activities directly under the supervision or management of setting staff, the setting's arrangements for safeguarding as written in this policy shall apply.

106. Where services or activities are provided separately by another organisation or individual, either on or off setting site, the governing body and its committees will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are

arrangements to liaise with the setting on these matters where appropriate.

107. The governing body and its committees will use the guidance on After-school clubs, community activities, and tuition - safeguarding guidance for providers, which details the safeguarding arrangements that settings should expect these providers to have in place.

Definitions

108. Terms and definitions used in this policy:

Term	Definition
SRO	Senior Responsible Officer
PCC	Peterborough City Council
CCC	Cambridgeshire County Council
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SEND	Special Educational Needs and Disabilities
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
MARAC	Multi Agency Risk Assessment Conference
HBA	Honour Based Abuse
CCE	Child Criminal Exploitation
LADO	Local Authority Designated Officer
EYFS	Early Years Foundation Stage

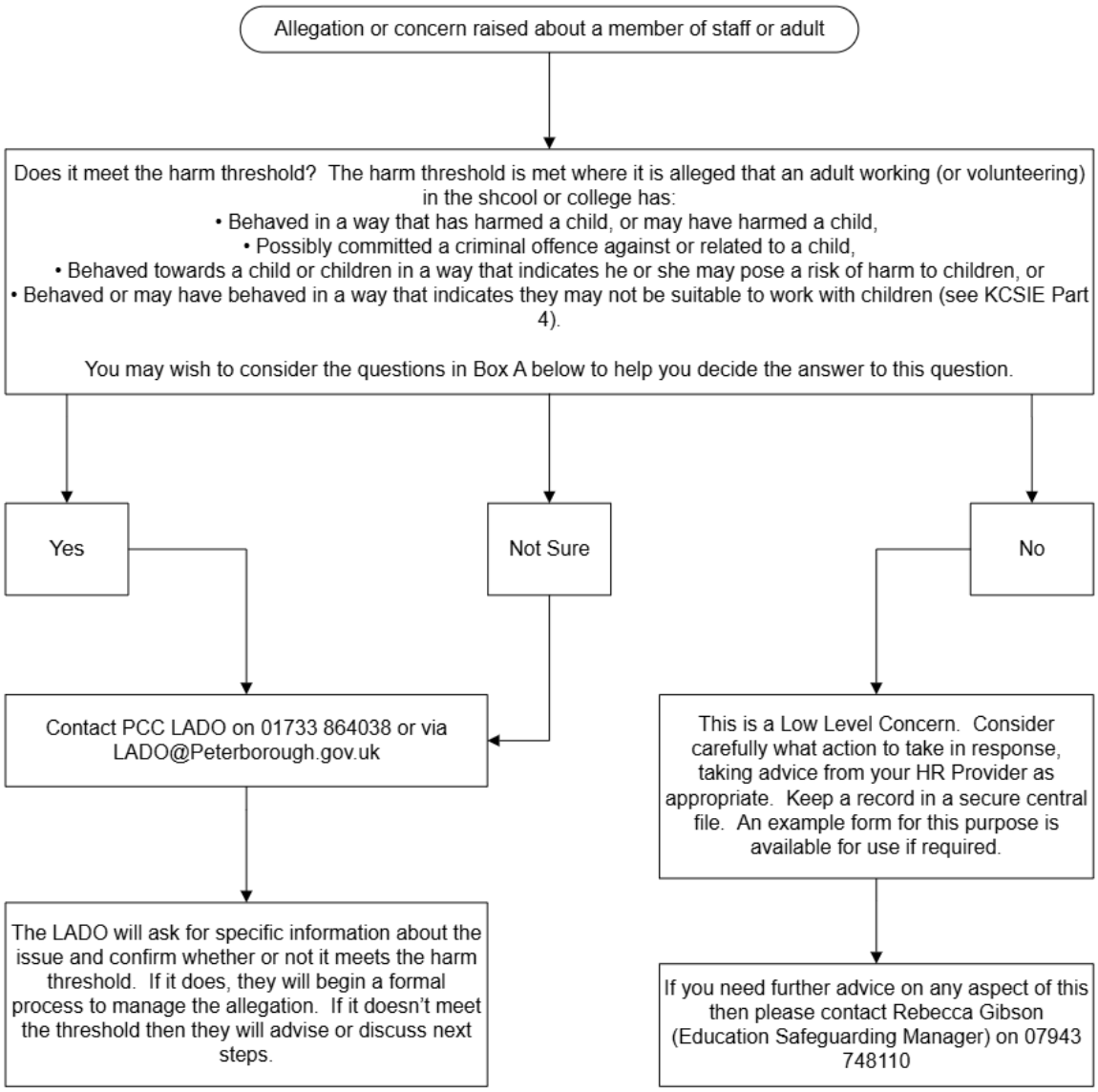
Links to other policies and documents

Internal Documents	• Anti-bullying policy • Allergy Management Policy • Attendance policy • Behaviour policy • Complaints policy • Critical Incident plan • Equality policy • First Aid policy • Health and Safety policy • HR Policies • Intimate Care policy • Lone Working policy • Acceptable Use Code of Conduct policy • Physical Intervention and/or Use of Reasonable Force policy • Protocol for children not collected from school at the end of the school day/activity • Data Retention Schedule • Safer Recruitment Policy

	• SEND Policy • Staff Code of Conduct policy • Staff Discipline and Grievance procedures • Supporting Pupils with Medical Conditions policy • Use of Mobile Phone and Other Smart Devices Policy • Whistleblowing policy
Legislation, Standards, etc. *List of external legislation or government regulations, etc. relating to this policy.*	• After-school clubs, community activities, and tuition - safeguarding guidance for providers • Allergy safety in schools statutory guidance • Alternative Provision • Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures • Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings • Children Act 1989 • Children Act 2004 • Children's Wellbeing and Schools Act 2026 • Cyber security training for school staff • Data Protection Act 2018 • Domestic Abuse Act 2021 • Education for children with health needs who cannot attend school • EYFS statutory framework for group and school-based providers • Female Genital Mutilation Act 2003 • Generative AI: product safety expectations • Home - Shore • KCSIE • Keeping children safe in education 2026 • LADO Procedures • Lucy Faithfull Foundation - Preventing child sexual abuse • Marriage and Civil Partnership (Minimum Age) Act 2022 • Meeting digital and technology standards in schools and colleges • Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges • Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance • National Prevent referral form • Operation Encompass • Prevent duty guidance: England and Wales (2023)

	• Professional and Personnel Relationships Guidance • Professional Referral Process • Relationships Education, Relationships and Sex Education and Health Education • Risk Outside the Home (ROTH) Assessment Guidance • Risk Outside the Home (ROTH) Assessment Tool • Safer Corridors Action Toolkit • Safer Spaces Action Toolkit • Sexual Offences Act 2003 • Sharing nudes and semi-nudes: advice for education settings working with children and young people • Sharing nudes and semi-nudes: how to respond to an incident • Shore - Lucy Faithfull Foundation • Stronger protections for children with allergies in school • The Education Act 2002 • The Equality Act 2010 • The Human Rights Act 1998 • The Prevent duty: an introduction for those with safeguarding responsibilities • UK GDPR • When to call the police: Guidance for schools and colleges • Working Together to Improve School Attendance • Working together to safeguard children 2026

Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children



Box A

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in or out of school or college?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?