

Safeguarding and Child Protection Policy

KCSIE 2026 | Academic year 2026/27

Illuminate You - Learning for Life Lodge

Operated by Illuminate Care Group

IMPLEMENTATION STATUS

Drafted 30 July 2026. Effective 1 September 2026 after the mandatory comparison with the final Department for Education KCSIE 2026 edition.

NON-NEGOTIABLE SAFEGUARDING POSITION

Illuminate You does not use seclusion.

ACTION-FIRST SAFEGUARDING POLICY

Contents

Use Word's navigation pane or select a section below. Immediate child and adult concern routes appear at the front of the policy and again in the appendices.

01	Policy status and implementation	16	Concerns or allegations about adults
02	Act now: safeguarding response	17	Safer recruitment and ongoing suitability
03	Purpose, scope and safeguarding culture	18	Premises, visitors, activities and external providers
04	Legal and guidance framework	19	Prevention through curriculum, relationships and pupil voice
05	Governance, leadership and accountability	20	Working with parents, carers and other agencies
06	Training, induction and safer working	21	Complaints, records access and policy publication
07	Recognising abuse, neglect and exploitation	22	Monitoring, audit and review
08	Responding to a concern or disclosure	A1	Appendix 1: immediate child-concern route
09	Information sharing, confidentiality and records	A2	Appendix 2: adult-concern route
10	Child-on-child abuse, harassment and violence	A3	Appendix 3: child-on-child and harmful sexual behaviour route
11	Online safety, AI, mobile phones and cyber security	A4	Appendix 4: specific-harm quick reference
12	Attendance, absence and children missing education	A5	Appendix 5: KCSIE 2026 implementation register
13	Children who may face greater barriers or risk	A6	Appendix 6: related School policies and procedures
14	Specific safeguarding harms	A7	Appendix 7: authoritative guidance
15	Behaviour, physical contact and restrictive intervention	A8	Appendix 8: approval and review record

Status note: KCSIE 2025 remains in force to 31 August 2026. The final KCSIE 2026 edition must be checked on publication before this policy receives final approval.

Policy status and implementation

This Safeguarding and Child Protection Policy applies to Illuminate You - Learning for Life Lodge, operated by Illuminate Care Group. It applies to every pupil under 18 and to all staff, leaders, proprietors, governors, volunteers, agency staff, trainee teachers, contractors, visitors and people acting on behalf of the School.

This version is written for the 2026/27 academic year. It reflects the Keeping Children Safe in Education 2026 information edition published on 7 July 2026. The final Department for Education edition comes into force on 1 September 2026. The Designated Safeguarding Lead and proprietor must compare this policy with that final edition on the day it is published and record any amendment before final approval. Until 31 August 2026, the School continues to follow Keeping Children Safe in Education 2025.

This policy must be read with the Staff Code of Conduct, Behaviour Policy, Online Safety and Acceptable Use Policy, Attendance Policy, Safer Recruitment Policy, Allegations and Low-level Concerns Procedure, Restrictive Intervention and Physical Contact Procedure, Equality Policy, SEND Policy, Medical Conditions Policy, Missing Child Procedure, Whistleblowing Policy and Data Protection Policy.

NON-NEGOTIABLE SAFEGUARDING POSITION

Illuminate You does not use seclusion, isolation rooms, isolation booths, locked or blocked rooms, punitive segregation or informal exclusion. A child must never be confined away from others and prevented from leaving. Voluntary regulation breaks remain voluntary, supported and time-limited. Any emergency response that may have met the legal definition of seclusion must still be stopped, recorded, reported and reviewed under the statutory rules.

Document control

Field	Detail
Policy reference	E253
Policy title	Safeguarding and Child Protection Policy - KCSIE 2026
Setting	Illuminate You - Learning for Life Lodge
Proprietor	Illuminate Care Group
Policy owner	Designated Safeguarding Lead and Headteacher
Version	6.0
Draft date	30 July 2026
Effective date	1 September 2026, after the final KCSIE publication check
Review date	By 31 August 2027, or earlier after a legal, local or service change or a safeguarding learning review
Approval	Proprietor approval and date to be recorded at adoption
Publication	Staff portal, School website and paper copy on request

Act now: safeguarding response

Safeguarding is everyone's responsibility. Staff must act on concern, not wait for proof. A concern may arise from a disclosure, behaviour, attendance, injury, online activity, professional observation, information from another person or a feeling that something is not right.

If a child faces immediate danger

1. Call 999.
2. Give immediate first aid or emergency support within your competence.
3. Tell the DSL or deputy at once.
4. Preserve evidence and record facts, times, actions, decisions and outcomes.

If you are worried about a child

1. Listen, remain calm and take the child seriously.
2. Do not promise secrecy, investigate, ask leading questions or confront a suspected person.
3. Report to the DSL or deputy immediately through the School's safeguarding process and speak to them directly.
4. Make a clear factual record before the end of the working period.
5. If no DSL or deputy is available, do not delay. Contact local authority children's social care or the police and tell the DSL as soon as practicable.
6. If you remain worried after reporting, escalate to the Headteacher, proprietor or local authority. Staff may make a direct referral.

If the concern is about an adult working with children

- ☐ Report any concern, however small, about a staff member, supply worker, trainee teacher, volunteer or contractor to the Headteacher without delay.
- ☐ Report a concern about the Headteacher to the proprietor.
- ☐ Report a concern about the proprietor directly to the Local Authority Designated Officer.
- ☐ Do not investigate before the case manager has taken advice from the LADO.
- ☐ If a child faces immediate danger or a crime may be in progress, call 999.

Key safeguarding contacts

Role or service	Contact
Designated Safeguarding Lead	Nat – Natalie.masters@illuminatecaregroup.co.uk
Deputy Designated Safeguarding Lead	Derrick – Derrick.masters@illuminatecare.co.uk and Sarah Mould Sarah.mould@illuminatecaregroup.co.uk
Acting Headteacher	Daria - education@illuminatecaregroup.co.uk
Safeguarding link governor	Nicola Ward - Nicola.ward@illuminatecare.co.uk
Lincolnshire Children's Safeguarding, 08:00 to 18:00 Monday to Friday	01522 782111
Lincolnshire Emergency Duty Team, outside office hours	01522 782333
Lincolnshire LADO advice line	01522 554674
Lincolnshire LADO email	LSCP_LADO@lincolnshire.gov.uk
Police emergency	999 or 112
Police non-emergency	101

Role or service	Contact
NSPCC Whistleblowing Advice Line	0800 028 0285
NSPCC helpline for adults worried about a child	0808 800 5000
Childline	0800 1111

Staff must use the contact details for the local authority responsible for the child when a child lives outside Lincolnshire. The host authority remains relevant for local safeguarding arrangements. The DSL coordinates with placing authorities for looked-after children and pupils receiving care or support services.

Purpose, scope and safeguarding culture

The School's first responsibility is to protect children and promote their welfare. Children means every person under 18. Safeguarding includes:

- ☐ providing help and support as soon as problems emerge;
- ☐ protecting children from maltreatment inside or outside the home, including online;
- ☐ preventing harm to mental and physical health or development;
- ☐ supporting safe and effective care; and
- ☐ acting so children can achieve good outcomes.

The School works from the position that abuse can happen here, that a child may not be ready or able to tell, and that an absence of reports does not mean an absence of harm. Staff use professional curiosity, respectful challenge and a child-centred approach.

Illuminate's Love-Led Practice supports warm, dependable and boundaried relationships. TRIBE means Trust, Respect, Impact, Belonging and Enable. LENS reviews Learning, Environment, Nurture and Safeguarding Quality. The Empowerment Pathway - Prepare, Transform, Heal and Inspire - supports recovery and participation. These frameworks support statutory safeguarding; they never reduce, delay or replace a referral, risk assessment or protective action.

Our commitments

The School will:

- ☐ listen to children and take their wishes, feelings, communication needs and lived experience into account;
- ☐ give children accessible routes to report worries to any trusted adult;
- ☐ respond without blame, disbelief, shame or retaliation;
- ☐ act promptly and record the reason for decisions;
- ☐ challenge racism, sexism, misogyny, misandry, homophobia, biphobia, ableism and all discriminatory or derogatory conduct;
- ☐ provide reasonable adjustments and communication support;
- ☐ work with parents and carers unless doing so may place a child at greater risk;
- ☐ cooperate with children's social care, police, health, education and safeguarding partners;
- ☐ keep safeguarding information secure and share it lawfully when needed to protect a child;
- ☐ support staff to raise concerns and whistleblow; and
- ☐ learn from incidents, complaints, audits, pupil voice, attendance, behaviour and safeguarding data.

Legal and guidance framework

The School has regard to current law and statutory guidance, including:

- ☐ Keeping Children Safe in Education 2026;

- ☐ Working Together to Safeguard Children 2026;
- ☐ the Education (Independent School Standards) Regulations 2014;
- ☐ the Children Acts 1989 and 2004;
- ☐ the Education Act 2002;
- ☐ the Education and Inspections Act 2006;
- ☐ the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- ☐ Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026;
- ☐ the Human Rights Act 1998 and Equality Act 2010;
- ☐ the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- ☐ the Safeguarding Vulnerable Groups Act 2006 and Crime and Policing Act 2026;
- ☐ the Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance 2023;
- ☐ the Domestic Abuse Act 2021;
- ☐ the Sexual Offences Act 2003;
- ☐ the Female Genital Mutilation Act 2003;
- ☐ the Serious Crime Act 2015;
- ☐ the Modern Slavery Act 2015;
- ☐ the Voyeurism (Offences) Act 2019;
- ☐ the Marriage and Civil Partnership (Minimum Age) Act 2022;
- ☐ Working Together to Improve School Attendance;
- ☐ Children Missing Education statutory guidance;
- ☐ revised Relationships Education, Relationships and Sex Education and Health Education guidance for introduction from 1 September 2026;
- ☐ statutory Mobile Phones in Schools guidance for implementation from 1 September 2026;
- ☐ Behaviour in Schools, Searching, Screening and Confiscation, and the DfE filtering and monitoring core standard; and
- ☐ Lincolnshire Safeguarding Children Partnership procedures and threshold guidance.

Where law, statutory guidance or local procedure changes during the policy year, the higher or newer requirement applies from its legal commencement date. The DSL records interim instructions and brings the policy back for approval.

Governance, leadership and accountability

Proprietor and governance oversight

The proprietor remains accountable for safeguarding arrangements. Delegating tasks does not transfer accountability. The proprietor:

- ☐ adopts and reviews this policy at least annually;
- ☐ checks that KCSIE duties and Independent School Standards are met in practice;
- ☐ appoints a senior DSL with authority, time, funding, training and access to decision-makers;
- ☐ maintains effective DSL cover during the school day and for trips, remote education and exceptional activities;
- ☐ receives safeguarding training appropriate to governance;
- ☐ reviews the effectiveness of filtering and monitoring at least once each academic year;
- ☐ checks safer recruitment, the Single Central Record, allegations management, staff training and referrals;
- ☐ reviews patterns in child-on-child abuse, attendance, discrimination, restrictive intervention, complaints and low-level concerns;

- ☐ confirms that children can report concerns safely and that pupils with SEND have accessible routes;
- ☐ checks that safeguarding remains effective when premises are hired or pupils attend external provision; and
- ☐ appoints a trained link governor or equivalent reviewer, while retaining collective accountability.

The safeguarding link governor meets the DSL at planned intervals, samples anonymised evidence, checks actions and reports to the proprietor. They do not investigate individual cases or access personal information without a defined need.

Headteacher

The Headteacher:

- ☐ implements this policy and creates a culture in which staff act and report;
- ☐ works with the DSL but does not direct them to suppress or delay a referral;
- ☐ acts as case manager for allegations about adults, except allegations about the Headteacher;
- ☐ makes sure staff receive induction, Part One of KCSIE 2026, the Staff Code of Conduct and annual updates;
- ☐ applies the mobile-phone-free school rules from 1 September 2026;
- ☐ leads behaviour, attendance, SEND and safeguarding systems as connected responsibilities;
- ☐ makes sure no seclusion or isolation practice develops formally or informally;
- ☐ provides the proprietor with accurate safeguarding information; and
- ☐ acts on staffing, premises or resource concerns that could place children at risk.

Designated Safeguarding Lead

The DSL is a senior leader with lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring advice. The DSL:

- ☐ manages referrals to children's social care, police, LADO, Channel and other agencies;
- ☐ understands local Family Help, section 17, section 47, emergency accommodation and care processes;
- ☐ supports staff during referrals and after distressing incidents;
- ☐ maintains a complete safeguarding picture and secure child protection files;
- ☐ records clear summaries, actions, decisions, reasons and outcomes;
- ☐ arranges lawful information sharing and prompt file transfer;
- ☐ leads Operation Encompass arrangements and protected notification handling;
- ☐ works with the SENCO, mental health lead, designated teacher, attendance lead, care teams and placing authorities;
- ☐ promotes the educational outcomes of children who have or have had a social worker;
- ☐ takes account of the child's voice, communication and barriers to disclosure;
- ☐ advises on online safety, AI, mobile phones, filtering and monitoring;
- ☐ provides or arranges safeguarding training and updates;
- ☐ reviews this policy and local procedures;
- ☐ monitors patterns, disproportionality and repeat concerns; and
- ☐ reports to the Headteacher and proprietor without exposing unnecessary personal data.

The DSL and deputies complete role training at least every two years, Prevent awareness training and knowledge refreshers at least annually. Deputies train to the same standard. The DSL retains lead accountability.

DSL availability and cover

During school hours a DSL or trained deputy is available for staff discussion. Cover arrangements include a protected reporting route, direct contact details, access to current risk information and a clear handover. On trips or off-site activity, staff know how to contact the DSL and emergency services. If a DSL is unavailable, staff act directly and do not wait.

All staff

Every staff member, including staff who do not work directly with children, must:

- ☐ read KCSIE 2026 Part One in full; the overview document is a prompt and does not replace Part One;
- ☐ read this policy, the Behaviour Policy, Staff Code of Conduct, safeguarding response to absence and DSL role information;
- ☐ complete induction and required updates;
- ☐ know signs of abuse, neglect, exploitation, mental ill health and online harm;
- ☐ know local Family Help and statutory referral routes;
- ☐ report concerns immediately and follow up if no action is apparent;
- ☐ record facts clearly and keep information confidential;
- ☐ avoid promises of secrecy and avoid investigating;
- ☐ report concerns about adults and low-level concerns;
- ☐ follow safe working and mobile phone rules; and
- ☐ take part in reviews, learning and safeguarding improvement.

The shortened Annex A route from older KCSIE editions no longer applies. All staff follow the same Part One reading expectation.

SENCO, mental health lead, attendance lead and designated teacher

These leads work closely with the DSL. They share relevant information, identify patterns and coordinate support without treating disability, mental health, care experience or absence as an explanation that closes safeguarding enquiry.

The designated teacher supports looked-after and previously looked-after children and works with the Virtual School Head, social worker and Personal Education Plan. In an independent school, a suitably trained teacher takes this lead.

Training, induction and safer working

Induction

Before or at the start of duties, staff, volunteers and relevant contractors receive:

- ☐ this policy and the Staff Code of Conduct;
- ☐ KCSIE 2026 Part One;
- ☐ the identity and contact routes for the DSL and deputies;
- ☐ child concern, adult concern and whistleblowing procedures;
- ☐ online safety, AI, filtering and monitoring responsibilities;
- ☐ absence and missing child procedures;
- ☐ child-on-child abuse and sexual harm procedures;
- ☐ mobile phone and image-recording rules;
- ☐ emergency, first aid and site security information; and
- ☐ role-specific information about pupils, communication, SEND, health and assessed risk.

Managers check understanding, not attendance alone. Staff sign to confirm receipt and complete a knowledge check or discussion. Gaps lead to further support before unsupervised duties.

Continuing training

All staff receive safeguarding and child protection updates as needed and at least annually. Training is informed by local safeguarding partnership advice and covers current risks, including:

- ☐ Family Help and statutory thresholds;

- ☐ abuse, neglect, exploitation and modern slavery;
- ☐ domestic abuse, Operation Encompass and child-to-parent or caregiver abuse;
- ☐ child sexual abuse, harmful sexual behaviour and child-on-child abuse;
- ☐ CCE, CSE, county lines, serious violence, weapons and financial exploitation;
- ☐ online safety, AI-generated content, deepfakes, cybercrime and nudes or semi-nudes;
- ☐ Prevent and radicalisation;
- ☐ FGM, forced marriage and honour, faith or belief-based abuse;
- ☐ mental health, self-harm, suicide risk and eating difficulties;
- ☐ SEND, communication, medical conditions and intimate care;
- ☐ children absent from education, CME, EHE and pupils in alternative provision;
- ☐ racism, sexism, misogyny, misandry and discriminatory bullying;
- ☐ low-level concerns, allegations, transferable risk and whistleblowing;
- ☐ reasonable force, the no-seclusion rule and statutory recording; and
- ☐ information sharing, record quality and professional challenge.

Staff contribute to policy review and share learning from day-to-day practice. Safeguarding supervision or debrief support is available after difficult cases.

Safe working

Staff maintain clear, warm and professional boundaries. They:

- ☐ use approved School communication systems and accounts;
- ☐ do not use personal social media, messaging or private accounts with pupils;
- ☐ do not take, store or share pupil images on personal devices;
- ☐ do not bring personal mobile phones or personal smart devices onto the School site; a device carried for travel remains secured outside the site before entry;
- ☐ use School devices for work and follow authorised lone-working and emergency arrangements;
- ☐ avoid unnecessary one-to-one isolation and use observable or interruptible spaces;
- ☐ record any situation that could be misinterpreted;
- ☐ report accidental boundary breaches or concerns about their own conduct;
- ☐ do not use humiliating, degrading, sexualised, threatening or discriminatory language;
- ☐ do not establish secretive or favouring relationships, exchange personal gifts or create dependency; and
- ☐ follow the intimate care, transport, home visit, educational visit and physical contact procedures.

Emergency calls are received through the School number and the Headteacher's School mobile arrangements. Personal mobiles are not used as a substitute.

Recognising abuse, neglect and exploitation

Abuse, neglect, exploitation and safeguarding concerns often overlap. Harm may happen in a family, school, care setting, community, intimate relationship or online. A child may be harmed by adults or children. Technology may create harm, extend face-to-face harm or hide it.

Physical abuse

Physical abuse includes hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. It includes fabricated or induced illness. Staff consider unexplained or inconsistent injuries, delays in treatment, repeated accidents, fear of going home, flinching and changes in behaviour.

Emotional abuse

Emotional abuse is persistent emotional maltreatment that causes serious adverse effects on development. It can include criticism, belittling, name-calling, humiliation, threats, rejection, scapegoating, silencing, age-inappropriate expectations, exploitation, corruption, exposure to domestic abuse, serious bullying and preventing ordinary social interaction. Some emotional harm forms part of every other type of abuse.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activity, with or without physical violence and regardless of the child's awareness. It includes rape, assault by penetration, sexual assault, touching, kissing, rubbing, non-contact acts, grooming, sexualised filming, pornography, live-streaming, making or sharing images and encouraging sexual behaviour. Adults of any sex and other children may cause sexual abuse. Most child sexual abuse is committed by someone known to the child.

Neglect

Neglect is persistent failure to meet basic physical or psychological needs, with likely serious harm to health or development. It can include failure to provide food, clothing, shelter, supervision, medical care, emotional care, education or protection from danger. Neglect may begin during pregnancy. Repeated failure to provide medication or key health information can create a safeguarding concern.

Exploitation and extra-familial harm

Extra-familial harm can include criminal, sexual and financial exploitation, trafficking, modern slavery, county lines, serious youth violence, gang association, radicalisation, abuse in teenage relationships and stalking. Exploitation may involve an individual, organised network or peer group. A child may identify with a group that is exploiting them and may be criminalised for conduct carried out under coercion.

Indicators and professional curiosity

No single sign proves abuse. Staff act on patterns and context, including:

- ☐ unexplained injury, pain, pregnancy, infection or repeated health presentation;
- ☐ marked mood, behaviour, sleep, appetite, hygiene or attainment change;
- ☐ self-harm, suicidal thoughts, eating difficulties or substance use;
- ☐ fear of a person, place, route home, device or notification;
- ☐ sexualised language or behaviour outside the expected developmental range;
- ☐ unexplained money, clothing, gifts, travel, phones, accounts or debt;
- ☐ going missing, repeated absence, lateness or unexplained location changes;
- ☐ older or controlling relationships and secrecy;
- ☐ online contact, threats, blackmail, image sharing, AI manipulation or grooming;
- ☐ association with weapons, violence, organised groups or unknown vehicles;
- ☐ parentification, caring duties, domestic abuse or family offending;
- ☐ repeated exclusion from class, part-time education or placement instability;
- ☐ discrimination, social isolation or barriers linked to SEND or communication; and
- ☐ a child appearing frightened, withdrawn, unusually compliant or unable to speak freely.

Staff do not wait for a full disclosure. They report the concern and the context.

Responding to a concern or disclosure

Receive

When a child speaks, staff:

- ☐ listen without shock or judgement;

- ☐ use the child's communication method and allow time;
- ☐ accept what the child says without stating that an allegation is proved;
- ☐ ask only open prompts needed to clarify immediate safety, such as "Tell me what happened";
- ☐ do not ask the child to repeat the account to several adults;
- ☐ do not promise secrecy;
- ☐ explain that information will go to people who can help;
- ☐ reassure the child that reporting was right and that the harm is not their fault; and
- ☐ check immediate medical and physical safety.

Report

Staff tell the DSL or deputy immediately and use the School safeguarding system. A digital entry never replaces a direct urgent conversation. If the DSL route is unavailable or action would be delayed, staff contact children's social care or police directly.

Staff do not assume that another colleague, care setting, social worker or parent has already acted. Each person remains responsible for passing on what they know.

Record

The record must contain:

- ☐ date, time, place and people present;
- ☐ the child's words as accurately as possible;
- ☐ observed facts, separated from opinion and third-party information;
- ☐ immediate risks, injury or medical action;
- ☐ action taken, people contacted and times;
- ☐ decisions, reasons and outcomes; and
- ☐ the author's name and completion time.

Original notes, messages, images metadata or other evidence must be preserved. Staff do not photograph injury on personal devices. Corrections remain traceable.

Refer and support

The DSL considers:

- ☐ immediate police or medical action;
- ☐ universal or community-based early help;
- ☐ targeted early help through Family Help;
- ☐ a section 17 child in need referral;
- ☐ a section 47 child protection referral;
- ☐ specialist health, mental health, exploitation, sexual violence or domestic abuse support;
- ☐ Prevent or Channel action;
- ☐ LADO advice if adult conduct is involved; and
- ☐ an internal safety, attendance, behaviour or support plan.

The School does not investigate child protection concerns. It may gather limited factual information required for immediate safety and referral. Statutory agencies lead enquiries.

Family Help and statutory intervention

Family Help combines targeted early help and section 17 support through coordinated multi-agency work. The DSL uses the local threshold document and assessment protocol. The child and family should have consistent relationships, clear goals and a recorded plan.

Consent and participation support effective Family Help, but lack of consent does not prevent a child protection referral. If there is reasonable cause to suspect significant harm, staff refer to children's social care under section 47. If children's social care does not accept a referral and concern remains, the DSL challenges or escalates through local procedures and records the response. Staff may escalate independently.

Parents and carers

The DSL normally tells parents or carers about concerns and referrals. The DSL may delay or avoid contact when doing so could:

- ☐ place the child or another person at greater risk;
- ☐ prompt intimidation, retaliation, flight or destruction of evidence;
- ☐ prejudice a police or social care enquiry; or
- ☐ conflict with agency advice.

The reason is recorded. The child receives an age-appropriate explanation.

Immediate support and safety planning

Support may include a trusted adult, medical care, adapted timetable, safe travel, increased supervision, online restrictions, peer separation, SEND adjustments, advocacy, counselling or agency support. Changes must not punish the child who reported harm or remove their education unnecessarily. The child's view informs the plan, but adults retain responsibility for protection.

Information sharing, confidentiality and records

Safeguarding information is special category personal data, but data protection law does not stop necessary sharing to protect a child. The child's safety and welfare guide the decision.

Information sharing principles

Staff and leaders share information that is:

- ☐ necessary for a clear safeguarding purpose;
- ☐ proportionate to the need and risk;
- ☐ relevant and limited to people who need it;
- ☐ accurate, current and clearly sourced;
- ☐ shared at the right time; and
- ☐ transferred securely.

The DSL records what was shared, with whom, when, for what purpose and the reason. If a decision is made not to share significant information, the reason and review point are recorded. A formal information-sharing agreement can support practice but is not required before an urgent lawful disclosure.

Consent is not always required. Staff may share without consent when seeking consent is unsafe, impracticable or likely to obstruct protection, or when another lawful basis applies. The DSL remains open with children and families when it is safe to do so.

Confidentiality

Safeguarding information is not kept secret from the people who need it to protect a child, but it is not shared as general staff information. Staff do not discuss cases in public areas, personal messages or social media. They do not confirm allegations to people without a defined role.

Children receive a clear explanation of:

- ☐ why information may need to be shared;
- ☐ who may receive it;

- ☐ what may happen next; and
- ☐ how their views will be heard.

Child protection files

The DSL keeps a separate, secure child protection file for each child. Records distinguish:

- ☐ current concern and risk;
- ☐ historic information and context;
- ☐ direct observation;
- ☐ the child's account;
- ☐ third-party information; and
- ☐ professional opinion.

Each file contains a concise chronology and current safeguarding summary, actions, decisions, reasons, outcomes, referrals, plans and review dates. Access is role-based and audited. The School's education safeguarding record remains distinct from care-service records. Relevant information may be shared lawfully across Illuminate services, but staff must not assume that an entry on Clear Care or another system has reached the School DSL.

Transfer of safeguarding files

When a child leaves, the DSL transfers the child protection file:

- ☐ as soon as possible;
- ☐ within five days for an in-year transfer; or
- ☐ within the first five days of a new term for a planned transition.

The file travels separately from the general pupil record through a secure route. The receiving setting confirms receipt. The transfer includes a structured summary of current risk, relevant context and ongoing support, rather than an unfiltered archive alone.

For high-risk cases, the DSL speaks to the receiving DSL before the child arrives. This includes Channel support, serious violence, weapon risk, harmful sexual behaviour, exploitation and children with a social worker. The receiving School reviews information promptly and uses it to support, not disadvantage, the child.

Retention and access

Records follow the School retention schedule, data protection law and safeguarding guidance. Subject access, legal disclosure and redaction requests go to the Data Protection Lead and DSL. The identity of another child or confidential third party is protected where the law permits. Records connected with an allegation, referral, complaint, serious incident or litigation are not destroyed while action remains open.

Child-on-child abuse, harassment and violence

Children can abuse other children in person and online. This can happen inside or outside School and during transport, placements, care, community activity or social time. It can affect any child. Some forms disproportionately affect girls, and boys are more often alleged to have caused some forms of sexual harm, but staff respond to every child without stereotypes.

The School has zero tolerance for child-on-child abuse. "Banter", "having a laugh", "part of growing up" and "boys being boys" never excuse harm. Lack of a report may mean harm is hidden.

Forms of child-on-child abuse

Child-on-child abuse includes:

- ☐ bullying, cyberbullying and discriminatory bullying;
- ☐ racism, sexism, misogyny, misandry, homophobia, biphobia and ableist abuse;
- ☐ abuse in intimate or teenage relationships, including coercion, control and stalking;

- ☐ physical assault, threats, weapons and initiation or hazing;
- ☐ harmful sexual behaviour, sexual harassment and sexual violence;
- ☐ forcing another child to strip or take part in sexual activity;
- ☐ consensual or non-consensual making or sharing of nudes or semi-nudes;
- ☐ AI-generated or digitally altered sexual images, deepfakes and “deep nudes”;
- ☐ upskirting;
- ☐ online sexual harassment, sexualised bullying and unwanted pornography;
- ☐ exploitation, blackmail and image-based abuse; and
- ☐ retaliation against a child who reports.

Prevention

The School reduces risk through:

- ☐ clear behaviour standards and consistent adult modelling;
- ☐ age- and development-appropriate teaching about consent, relationships, online conduct, pornography, image sharing and reporting;
- ☐ supervision and environmental risk assessment;
- ☐ mobile-phone-free arrangements;
- ☐ safe changing, toilet, sport, transport and trip planning;
- ☐ staff training in harmful sexual behaviour and trauma;
- ☐ accessible reporting choices and trusted adults;
- ☐ early response to sexualised, discriminatory or coercive conduct;
- ☐ analysis of location, time, peer group and protected-characteristic patterns; and
- ☐ support for children who show early abusive, violent or harmful behaviour.

Reporting and first response

Any report receives a safeguarding response. Staff:

- ☐ take the child seriously and avoid victim-blaming;
- ☐ do not promise confidentiality;
- ☐ ask only limited open questions;
- ☐ record the child’s words and immediate needs;
- ☐ tell the DSL immediately;
- ☐ protect the child from contact, pressure or retaliation; and
- ☐ preserve evidence without viewing or forwarding sexual imagery.

The terms a child prefers, including “victim”, “person harmed”, “alleged perpetrator” or another description, are respected. Staff avoid language that labels a child by behaviour.

Initial decision and referral

The DSL considers the wishes and best interests of the child, age and development, power imbalance, coercion, frequency, intent, impact, SEND, previous concerns, online spread, weapon risk, immediate safety and risk to others.

The response may include:

- ☐ internal pastoral and safeguarding support for lower-level harmful conduct;
- ☐ community-based or targeted Family Help;
- ☐ referral to children’s social care;
- ☐ police contact or referral;
- ☐ specialist harmful sexual behaviour or sexual violence support; and

- ☐ emergency medical or forensic support.

Internal management is not suitable when serious harm, rape, assault by penetration, sexual assault, significant coercion, weapon use, exploitation or ongoing high risk is indicated. The School consults police and children's social care without delay.

Risk and needs assessment

The DSL completes and regularly reviews a written risk and needs assessment for sexual violence, significant harassment or other serious child-on-child abuse. It covers:

- ☐ the child who reports;
- ☐ the child alleged to have caused harm;
- ☐ other affected children;
- ☐ locations, transport, online spaces and peer groups;
- ☐ lessons, breaks, arrival and departure;
- ☐ care or residential links;
- ☐ communication and SEND needs;
- ☐ retaliation, intimidation and social media risk; and
- ☐ support, supervision, separation and review arrangements.

The School does not automatically move the child who reported harm. Any separation protects education and dignity and is not treated as a finding of guilt. Staff do not force apology, mediation or restorative contact.

Support for every child

The child who reports receives a named adult, regular review, learning support and access to health, advocacy or specialist services. The child alleged to have caused harm receives assessment and support to stop harmful behaviour and address their own possible trauma or exploitation. Safety remains the priority. Disciplinary action and safeguarding support can run together.

Sexual harassment and sexual violence

Sexual harassment includes unwanted sexual comments, jokes, taunting, physical behaviour and online conduct. Sexual violence refers to sexual offences such as rape, assault by penetration and sexual assault. Consent must be free, informed, specific and capable of withdrawal. A child under 13 cannot consent to sexual activity in law.

All staff understand a progressive continuum can run from sexualised behaviour through harmful sexual behaviour, harassment and violence. Early conduct is addressed before it becomes normalised.

Nudes and semi-nudes, including AI-generated images

Every incident involving the making or sharing of nude or semi-nude images receives a safeguarding response, including apparently consensual sharing. Staff must not:

- ☐ view an image unless the DSL decides there is an exceptional and recorded need;
- ☐ copy, print, save, forward, screenshot or upload it;
- ☐ ask a child to send or delete it in front of them;
- ☐ search a device without authority; or
- ☐ use a personal device to record evidence.

The device is secured without exploring content and passed to the DSL. The DSL follows UKCIS guidance, considers police and social care referral, and records the basis for decisions. Aggravating factors include an adult's involvement, coercion, blackmail, wide distribution, commercial gain, significant age difference, violence, vulnerable children, repeat conduct and images that depict sexual acts.

AI-generated sexual images can be abusive even when no original nude photograph exists. Creating, threatening to create or distributing a sexual deepfake about a child is treated as child-on-child abuse and online harm.

Online safety, AI, mobile phones and cyber security

Online safety is part of safeguarding, curriculum, behaviour, staff conduct, data protection and premises management. Risk is grouped under four headings:

- ☐ content: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extreme violence, misinformation and conspiracy content;
- ☐ contact: harmful interaction with people or AI systems, grooming, exploitation, pressure and adults posing as children;
- ☐ conduct: bullying, abuse, explicit images, livestreaming, recording, deepfakes and harmful posting; and
- ☐ commerce: gambling, scams, phishing, debt, financial exploitation and inappropriate advertising.

Filtering and monitoring

The proprietor assigns named responsibility for filtering and monitoring. The responsible SLT member leads an effectiveness review at least once each academic year, supported by the DSL and IT support. The review:

- ☐ tests every internet-connected device type in every relevant location;
- ☐ checks staff, pupil, guest, remote and administrative networks;
- ☐ tests age-appropriate harmful and illegal content categories;
- ☐ checks monitoring alerts, response times and escalation;
- ☐ considers SEND, age, vulnerability and usage patterns;
- ☐ checks that over-blocking does not prevent safeguarding teaching;
- ☐ reviews AI tools, encrypted services, apps, VPN risks and new technology;
- ☐ records findings, actions, owners and completion dates; and
- ☐ reports outcomes to the proprietor.

Filtering does not replace supervision, education or professional curiosity. Staff know how to report a blocked site, concerning search, alert or apparent system failure. IT providers pass safeguarding alerts to authorised School leaders promptly and do not make child protection decisions.

Mobile-phone-free School

From 1 September 2026, pupils do not have access to mobile phones, smart watches or similar personal smart technology during the school day, including lessons, movement time, breaks and lunch. Devices brought for travel are switched off and placed in the School's secure storage process on arrival.

Exceptions are rare, written and authorised by the Headteacher for a medical, disability or safeguarding need. The exception states permitted use, supervision, review date and privacy controls.

Staff do not bring personal mobile phones or personal smart devices onto the School site. A device carried for travel remains switched off and secured outside the site before entry. Staff use School equipment. No personal device is used for pupil contact, photography, video, audio, records or hotspot access.

The Behaviour Policy identifies mobile phones as items that authorised staff may search for under School rules. Search and confiscation remain respectful, lawful and recorded.

Generative AI

Pupils use generative AI only through approved accounts, approved tools, a defined educational purpose and staff supervision. The School:

- ☐ assesses product safety, age limits, privacy, training-data terms, filtering and monitoring;
- ☐ does not enter safeguarding records, special category data or identifiable child information into open AI tools;
- ☐ teaches pupils that AI may produce false, biased, sexual, manipulative or unsafe content;
- ☐ teaches that AI-generated abuse, impersonation and deepfakes carry real harm and consequences;

- ☐ provides a quick route to report harmful output;
- ☐ keeps human review over teaching, assessment, welfare and safeguarding decisions; and
- ☐ does not use AI to decide risk, make a referral, diagnose a child or replace the DSL.

Staff follow the School AI and Data Protection rules. Any unsafe output, prompt, account use or data exposure is reported to the DSL and Data Protection Lead.

Remote education and communication

Remote education uses approved platforms, School accounts, appropriate visibility and clear timetables. Staff do not use private messaging or personal accounts. Parents and carers receive information about platforms, contact arrangements and online safety. Staff report unexpected absence, concerning home context, inappropriate contact or online behaviour through normal safeguarding routes.

Cyber incidents and cybercrime

Cyber security supports safeguarding. Suspicious access, data loss, ransomware, phishing, account compromise or system outage is reported immediately. The School activates its incident, data breach and business continuity procedures and maintains safe access to emergency safeguarding information.

Children involved in hacking, denial-of-service attacks, malware, account theft or other cyber-dependent conduct may need safeguarding and diversion support as well as a behaviour response. The DSL considers exploitation, coercion, ability, peer influence and police Cyber Choices support.

Attendance, absence and children missing education

Attendance is a protective factor. Repeated or prolonged absence can signal abuse, neglect, exploitation, mental ill health, bullying, unmet SEND, domestic abuse, homelessness, caring duties or placement instability.

Daily response

The School:

- ☐ keeps accurate admission and attendance registers;
- ☐ follows up unexplained absence on the first day;
- ☐ uses more than one contact route when needed;
- ☐ checks known risks, social care involvement and care-placement information;
- ☐ shares concerning absence with the DSL immediately;
- ☐ makes welfare checks or agency contact in line with assessed risk;
- ☐ contacts police or children's social care when a child may be missing or at risk; and
- ☐ records contact, decisions, reasons and outcomes.

Staff do not accept a vague explanation when context points to risk. The attendance lead and DSL review repeated lateness, lesson absence, transport disruption, patterns by day or person and unexplained location changes.

Persistent and severe absence

The School works with the child, family, placing authority, social worker, Virtual School Head, health and attendance services to understand and reduce barriers. Plans are supportive, specific and reviewed. Legal attendance action does not replace safeguarding action.

A reduced or part-time timetable:

- ☐ is not a behaviour sanction or informal exclusion;
- ☐ is used only in exceptional circumstances for the shortest period;
- ☐ has parent or carer and placing-authority involvement;
- ☐ includes the child's view and SEND or medical advice;
- ☐ sets education hours, safeguarding contact, reintegration date and frequent review; and

- ☐ ends if it is not helping or creates greater risk.

Children missing education

The School follows local CME procedures and makes required returns to the local authority. A pupil is not removed from roll unless a lawful ground applies and required reasonable enquiries and notifications have taken place. The School works jointly with local authorities to locate and support children.

Elective home education

When a parent proposes elective home education, the School invites a coordinated meeting before deletion from roll, particularly when the child has SEND, an EHCP, a social worker, attendance concerns or other vulnerability. The School shares safeguarding information with the local authority and does not present home education as a solution to behaviour, attendance or resource pressure.

Alternative provision

When the School commissions alternative provision, it keeps safeguarding responsibility. Before placement it obtains written confirmation of relevant safeguarding and safer recruitment checks, site details, staffing and reporting arrangements. The provider must tell the School about staff or location changes that may affect safety.

The School:

- ☐ knows the child's exact location during every education session;
- ☐ records all main, satellite and subcontracted sites;
- ☐ monitors daily attendance and follows up absence;
- ☐ reviews safety, attendance, progress and need at least half-termly;
- ☐ speaks with the child and parent or carer;
- ☐ completes its own due diligence, even if the provider appears on an approved list; and
- ☐ reviews immediately and ends or pauses a placement when serious concern remains unresolved.

As a commissioned provider, Illuminate You gives placing schools and local authorities written safeguarding assurance, attendance information and prompt notification of material changes.

Children who may face greater barriers or risk

Any child may need protection. The groups below can face added barriers to recognition, reporting or support. Staff avoid assumptions and consider overlapping identity and experience.

Children with SEND, disability or health needs

Barriers can include:

- ☐ attributing injury, distress or behaviour to disability without enquiry;
- ☐ communication difficulties;
- ☐ dependence on adults for care;
- ☐ intimate care;
- ☐ peer isolation and bullying;
- ☐ limited understanding of online fact, fiction, consent or consequence;
- ☐ reduced access to reporting routes; and
- ☐ a child not recognising conduct as abuse.

Reports involving SEND are shared with the DSL and SENCO. The School provides communication aids, extra pastoral support, reasonable adjustments and specialist advice. Staff never treat an inability to give a clear verbal account as an absence of evidence.

Medical conditions and allergies

A medical incident alone does not automatically require a safeguarding referral. Referral is considered when a child may face abuse, neglect or exploitation linked to the condition, including repeated failure to supply essential medication, information, food or treatment. Emergency medical care comes first.

Mental health, self-harm and suicide risk

Mental health difficulty may be a safeguarding concern, a sign of harm or a factor that raises vulnerability. Staff notice, support, refer and share; only trained health professionals diagnose.

The School's four roles are to:

- ☐ promote mental wellbeing and reduce preventable harm;
- ☐ notice emerging concern;
- ☐ arrange early targeted support; and
- ☐ link with specialist services.

Self-harm, suicidal thoughts, suicide plans, eating disorders, psychosis, severe anxiety or rapid deterioration receive same-day DSL review. Imminent danger leads to 999 or urgent health response. Parents are involved unless this creates added risk. A written safety plan covers supervision, means restriction, medical support, contact routes and return to learning.

Looked-after and previously looked-after children

The DSL holds the child's legal status, care arrangements, social worker and Virtual School Head details. The designated teacher promotes education through the Personal Education Plan and works closely with the DSL. Staff recognise that placement change, contact, missing episodes and prior adversity can affect safety and learning.

The School shares relevant information with placing authorities and care providers through clear protocols. It maintains its own professional view and challenges gaps.

Children with or who have had a social worker

The DSL and leaders know this cohort and consider the lasting educational effect of adversity after statutory involvement ends. Teachers receive relevant need-to-know information so they can provide support and reasonable adjustment.

Care leavers

For pupils under 18 who are relevant children or care leavers, the DSL holds Personal Adviser details and links education concerns to the pathway plan. Loss of accommodation, exploitation, debt, isolation and disrupted education receive prompt action.

Young carers and children affected by parental offending

Caring responsibility can affect attendance, attainment, behaviour, sleep and wellbeing. Staff seek early support and avoid punishment for circumstances outside the child's control. Children affected by custody or offending receive discreet, trauma-informed support.

Children in kinship care, private fostering or unstable care

Kinship and special guardianship arrangements are included in support planning. Staff notify the local authority of a known private fostering arrangement in line with legal duties. Unclear care, frequent address change or an unrelated adult assuming care prompts DSL review.

Children in temporary accommodation or at risk of homelessness

The DSL acts on notifications that a child has entered temporary accommodation, assesses immediate needs and coordinates attendance, transport, health, privacy and practical support. A housing notification does not replace a children's social care referral when harm or risk is present.

Sixteen- and seventeen-year-olds who may be homeless receive a joint children's social care and housing response. They are not directed to manage housing alone.

Children who are lesbian, gay or bisexual

Being lesbian, gay or bisexual is not a safeguarding risk. Discriminatory bullying, family rejection, coercion, exploitation or isolation can create risk. The School acts early, respects privacy and provides safe support.

Children questioning their gender

The School listens with care and remains neutral, respectful and professionally curious. Staff do not initiate social transition, make a clinical judgement or apply changes independently.

When a child or parent requests support with social transition:

- ☐ the request goes to the Headteacher, DSL and SENCO;
- ☐ the child's thoughts, feelings, age, maturity, health, neurodiversity, family context and wider experience are considered;
- ☐ parents or carers are involved promptly in the large majority of cases;
- ☐ if contact with parents may create serious harm, the DSL takes safeguarding advice before contact or decision;
- ☐ the School considers the welfare and rights of the child and other children, plus equality and human rights duties;
- ☐ clinical evidence and relevant non-clinical professional advice are considered;
- ☐ any decision, reason, agreed support, people informed and review date are recorded; and
- ☐ previous decisions are reviewed when circumstances or guidance change.

The School records biological sex accurately in official records and shares this with relevant staff on a need-to-know basis. Pupils use toilets, changing rooms, overnight accommodation and single-sex sport designated for their biological sex. A private single-user option is offered when available and suitable, without reducing another child's privacy, dignity or safety.

An agreed name or form of address may form part of a documented plan. A neutral use of the child's name can resolve competing needs. Bullying, harassment and deliberate humiliation are addressed. A child who wishes to reverse an earlier plan receives support and review.

If a child speaks about feelings but asks for no School change, staff respect confidence unless a connected welfare or safety concern requires sharing.

Race, faith, culture, language and discrimination

Racism and discrimination can cause harm and can shape a family's trust in services. Staff challenge discriminatory conduct, use interpreters where needed, avoid using children as interpreters for sensitive matters and examine bias in decision-making. Cultural or religious explanation never excuses abuse.

Unaccompanied children and children subject to immigration control

Unaccompanied asylum-seeking children, trafficked children and children with uncertain status may face missing episodes, debt, exploitation, language barriers and fear of authorities. Staff use qualified interpretation, seek independent advocacy and refer trafficking concerns to children's social care and police.

Specific safeguarding harms

These categories overlap. Staff respond to the child's whole experience rather than selecting one label. A child may be harmed at home, in education, in the community or online, and by adults or other children.

Child criminal exploitation, county lines and financial exploitation

Child criminal exploitation is abuse. Apparent consent does not remove exploitation, and children can be both harmed and drawn into harming others. Indicators can include:

- ☐ unexplained money, clothing, phones, bank accounts, cryptocurrency activity or gifts;
- ☐ debt, pressure to move money, opening accounts or allowing others to use an account;
- ☐ repeated missing episodes, travelling to unfamiliar places or being found at transport hubs;
- ☐ new older associates, controlling relationships, unexplained injuries or carrying weapons;
- ☐ sudden attendance, behaviour or attainment change;
- ☐ drug supply, storing items, carrying cash or use of accommodation as a base;
- ☐ threats to the child or family, including debt bondage and sexual violence; and
- ☐ online recruitment, coercion, account takeover, money-mule activity, fraud or forced offending.

County lines concerns go to the DSL and police or children's social care without delay. Staff preserve relevant information, including names, locations, vehicle details, phone numbers, usernames and payment data, without investigating or confronting suspected exploiters.

Financial exploitation is treated as a safeguarding concern, not merely poor financial judgement. The DSL considers banking safeguards, fraud reporting, organised crime, family risk and a referral to the National Referral Mechanism where trafficking or modern slavery may be present.

Child sexual exploitation

Child sexual exploitation is sexual abuse involving an exchange, promised benefit, status, affection, protection, money, drugs or other advantage. The child may believe the relationship is loving or may receive no benefit at all. Children under 16 cannot consent to sexual activity; a child under 18 cannot consent to exploitation.

The School acts on indicators such as sexual health concerns, unexplained gifts, older associates, missing episodes, accommodation use, intoxication, sexualised online contact, image threats, coercive control or a marked change in presentation.

Serious violence, weapons and group harm

Warning signs can include increased absence, friendship change, injury, self-protection language, weapon possession, unexplained goods, drug involvement, threats, online conflict or association with groups linked to violence.

A weapon or immediate threat prompts the emergency response. Staff do not conduct a confrontation that increases danger. The DSL coordinates police, children's social care, health and contextual safeguarding action. Safety planning considers routes, transport, family members, online activity, retaliation, education access and support for any child who has harmed another.

Modern slavery, trafficking and the National Referral Mechanism

Modern slavery includes trafficking, forced labour, servitude, domestic servitude, criminal exploitation and sexual exploitation. Movement across a border is not required.

The DSL refers suspected abuse to children's social care and police. The School cannot act as a National Referral Mechanism first responder unless it falls within an authorised category. It asks an authorised first responder, normally the local authority or police, to submit the referral. A child's consent is not required for an NRM referral, although the process is explained in an age-appropriate way and the child's views are recorded.

Domestic abuse and Operation Encompass

Children who see, hear or experience the effects of domestic abuse are victims in their own right. Abuse can be physical, sexual, emotional, economic, coercive or controlling and may continue after separation. Child-to-parent or child-to-caregiver abuse also requires a safeguarding response.

The School participates in Operation Encompass and uses police notifications to provide prompt, discreet support. A notification is handled by trained key adults and recorded in the child protection file. It does not replace a referral when a child may be suffering or likely to suffer significant harm.

Staff do not ask a victim to prove abuse, mediate with an alleged perpetrator or share information that could increase risk. Safety planning accounts for collection arrangements, contact orders, technology, addresses, siblings and known escalation points.

Female genital mutilation

Female genital mutilation is illegal and a form of child abuse. Concerns about risk, preparation, travel, a known family history or a child's disclosure go to the DSL immediately.

If a teacher, in the course of their work, discovers that FGM appears to have been carried out on a girl under 18, the teacher personally reports this to the police under the mandatory reporting duty. The teacher also informs the DSL unless doing so would create immediate danger. The duty does not apply to suspicion alone, but suspected or threatened FGM still requires normal safeguarding referral.

Forced marriage and abuse linked to honour, faith or belief

Marriage involving a person under 18 is illegal in England and Wales, including a non-binding or unofficial ceremony. Forced marriage can involve physical, emotional, financial or sexual pressure and can affect any child.

Staff report concerns to the DSL and do not contact family members, arrange family mediation or share travel details without specialist advice. Immediate travel risk is referred to police and the Forced Marriage Unit. So-called honour, culture, faith or belief never reduces the safeguarding response.

The School also acts on spirit possession allegations, ritual abuse, accusations of witchcraft and any practice used to frighten, isolate, assault or control a child.

Radicalisation and the Prevent duty

Radicalisation is a process through which a person comes to support terrorism or extremist ideologies associated with terrorist groups. Vulnerability can be shaped by grievance, identity, trauma, isolation, discrimination, online influence, family or peer networks.

Staff report concerns to the DSL. The DSL applies the Prevent risk assessment, consults the local authority Prevent lead or police where proportionate and considers a Channel referral. Channel is a voluntary, multi-agency safeguarding programme; consent is sought in line with current guidance. Information may still be shared without consent when needed to protect a child or the public.

Debate, faith, political interest or dissent are not by themselves signs of radicalisation. Staff use professional curiosity and avoid discriminatory assumptions.

Fabricated or induced illness

A caregiver may fabricate, exaggerate or cause symptoms, interfere with treatment or present misleading information. Staff record direct observations and the exact source of health information. They do not challenge the caregiver or seek to prove the cause. Concerns go to the DSL, who seeks children's social care and health advice.

Substance misuse

Drug, alcohol, vaping or medicine misuse may indicate exploitation, neglect, self-medication or wider harm. The behaviour response does not replace safeguarding assessment. Medical help, police action, parent contact and referral are decided from the immediate risk and the child's circumstances.

Missing children

A missing child may face exploitation, trafficking, violence, self-harm or family danger. The School follows its missing-child and attendance procedures, checks known locations and contacts, and calls police promptly when risk requires it. On return, the child is offered a safe, curious conversation. Repeated episodes trigger a multi-agency review rather than a repeated standalone response.

Behaviour, physical contact and restrictive intervention

Our behaviour practice is love-led, relational, restorative and TCI-informed. It combines predictable boundaries with curiosity about need, communication and harm. Safeguarding remains central when behaviour is distressed, risky or harmful.

NO SECLUSION: ABSOLUTE SCHOOL RULE

Illuminate You does not use seclusion. We do not plan, authorise or operate seclusion rooms, isolation booths or any practice in which a child is confined away from others and prevented from leaving.

Staff must not lock, block or hold a door to stop a child leaving a room; use furniture or their body to create confinement; direct another person to guard an exit; or describe seclusion as “time out”, “reflection”, “calming”, “withdrawal” or “regulation”.

If an emergency response unintentionally meets the legal definition of seclusion, staff end the confinement as soon as it is safe, obtain help, notify the Headteacher and DSL at once, and follow the recording, parent-reporting and review steps in this policy. The label used by an adult does not change what occurred.

The Behaviour, Relationships and Anti-Bullying Policy, Staff Code of Conduct and Restrictive Intervention and Physical Contact Procedure must repeat and apply the same no-seclusion rule. No individual plan, risk assessment or local practice can dilute it.

Prohibited behaviour practices

The School does not use:

- ☐ seclusion, planned isolation or punitive segregation;
- ☐ locked or blocked rooms, cupboards, tents or enclosed spaces;
- ☐ deprivation of food, drink, toilet access, medication, sleep, fresh air or education;
- ☐ humiliation, ridicule, intimidation, threats, collective punishment or forced apology;
- ☐ pain-compliance, prone restraint planned as a technique, pressure to the neck, chest or abdomen, or any hold that interferes with breathing, circulation or communication;
- ☐ informal exclusion, sending a child home to cool off, off-rolling or a part-time timetable as a sanction;
- ☐ withholding family contact as punishment;
- ☐ searching that requires a child to expose intimate parts of their body by or at the direction of School staff; or
- ☐ physical intervention to secure obedience, force participation or punish non-compliance.

Voluntary regulation breaks and supported withdrawal

A child may choose a quieter place to regulate when:

- ☐ the child can leave freely;
- ☐ the door is unlocked and unobstructed;
- ☐ an adult remains available and keeps proportionate sight or contact;
- ☐ the child receives support, water, toilet access and continued access to learning;
- ☐ the arrangement is brief, purposeful and reviewed; and
- ☐ it does not become a routine response that removes the child from peers.

A voluntary regulation break is not seclusion. If the child asks to leave and an adult prevents this, the situation has changed and must be treated as a restrictive intervention.

Short removal from a learning space may be used to restore safety and learning when set out in the behaviour policy. It must be supervised, time-limited, educational and accompanied by support and reintegration. The child is not confined. Repeated removal prompts a review of unmet need, provision, risk and reasonable adjustment.

Positive touch and physical contact

Safe, appropriate touch can provide care, guide movement, support first aid or reassure a child. Staff consider the child's communication, trauma, culture, consent, age and individual plan. Contact is public, proportionate and readily explained. A child's discomfort is respected unless an immediate safety need requires action.

Personal care follows the intimate-care plan, with dignity, privacy and the least intrusive support.

Reasonable force

Reasonable force is used only in the limited circumstances allowed by law, such as preventing injury, serious damage, serious disorder or certain criminal conduct. It is not a routine behaviour strategy.

The School applies these principles:

- ☐ prevention, de-escalation, help and environmental change come first;
- ☐ force is a last resort, except when immediate action is needed to prevent harm;
- ☐ the purpose is safety, not punishment, compliance or convenience;
- ☐ only the minimum reasonable force is used for the shortest possible time;
- ☐ planned intervention is led by staff trained and assessed as competent;
- ☐ any staff member may take proportionate emergency action to prevent immediate serious harm;
- ☐ staff account for SEND, disability, medical need, trauma, communication, size, sex, age and known risk;
- ☐ pressure that restricts breathing, circulation or communication is never used;
- ☐ staff avoid taking a child to the floor; if a fall or emergency descent occurs, they release or reposition at once to reduce risk;
- ☐ the child is observed continuously and can communicate distress;
- ☐ emergency medical help is obtained when injury, breathing difficulty, loss of consciousness, severe distress or other health risk is present; and
- ☐ physical intervention ends as soon as the immediate danger has passed.

Individual plans identify triggers, early support, communication, health risks and preferred responses. A plan cannot authorise unlawful force or seclusion.

Recording, parent reporting and review

The School records every use of force, restraint, restriction of movement or emergency confinement on the day it occurs. This School standard is wider than the statutory minimum.

The record includes:

- ☐ date, time, location, duration and people present;
- ☐ behaviour and risk immediately before the intervention;
- ☐ de-escalation and alternatives attempted, or the reason immediate action was required;
- ☐ the exact intervention, positions, changes and staff involved;
- ☐ the child's communication, distress and response;
- ☐ injury, first aid, medical assessment and body-map information;
- ☐ the child's account and views, recorded separately where helpful;
- ☐ each adult's factual account;
- ☐ parent or carer contact and any reason for delayed or restricted information;

- ☐ notifications or referrals; and
- ☐ learning, follow-up support and changes to plans or provision.

Parents or carers are told as soon as practicable, with the aim of the same day, about every recorded restrictive intervention. Information is delayed or withheld only when the Headteacher and DSL reasonably believe disclosure would place the child at risk of serious harm or when police or children's social care direct this. The decision, legal basis and review are recorded.

The Headteacher and DSL review each incident promptly. The review asks if the intervention was lawful, necessary, proportionate and the least restrictive response; checks health and emotional impact; hears the child; examines antecedents and staff practice; and sets action. The proprietor receives anonymised trend data.

Any planned or deliberate seclusion is a breach of this policy and is referred through the adult-conduct process. An emergency event that meets the definition of seclusion is still recorded and reported under the statutory framework and reviewed for possible referral to the LADO.

Searching, screening and confiscation

Searches follow current statutory guidance and the School's searching policy. Staff seek cooperation, explain the reason and consider safeguarding, SEND, trauma and privacy.

The Headteacher and authorised staff may search for prohibited items within legal powers. Force is considered only where the law permits it for a statutory prohibited item; it is not used to search for an item banned solely by School rules.

School staff do not conduct strip searches. If police consider a strip search, the School advocates for the child, seeks to prevent unnecessary exposure, contacts parents unless a lawful exception applies, and supports the required appropriate-adult and safeguarding arrangements. The DSL records the decision and provides aftercare.

Confiscated items are stored, returned, disposed of or passed to police in line with law and evidence-preservation needs.

Suspension, exclusion and reduced timetables

Only lawful suspension or permanent exclusion processes are used. The School does not use informal exclusion, off-site direction without the required process, or removal from the roll to manage safeguarding or behaviour.

A reduced or part-time timetable is not a behaviour sanction. It is exceptional, temporary, agreed with parents and relevant professionals, recorded, risk assessed, reviewed frequently and directed towards rapid return to full-time education. The School records absence accurately and protects the child during time away.

Concerns or allegations about adults

This section applies to employees, supply staff, agency staff, contractors, volunteers, governors, proprietors, trainee teachers, visitors and any other adult working for or on behalf of the School. It also applies when information about an adult's conduct outside work may indicate transferable risk to children.

Harm-threshold concerns

A concern may meet the harm threshold when an adult 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;
- ☐ behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Concerns about a staff member, volunteer, trainee or contractor go to the Headteacher without delay. Concerns about the Headteacher go to the proprietor or safeguarding governor. Concerns about the proprietor go directly to the LADO.

The case manager contacts the LADO within one working day and before an internal investigation where the threshold may be met. Police and children's social care are contacted immediately when required. The School and any employing agency or training provider agree roles, share relevant information and retain joint safeguarding responsibility.

Immediate safeguarding and case management

The case manager:

- ☐ protects the child and any other children;
- ☐ secures records and preserves evidence;
- ☐ follows LADO, police and children's social care advice;
- ☐ considers the adult's contact with children in other employment, volunteering or home life;
- ☐ appoints a named contact to support the child and family;
- ☐ gives the adult appropriate information and a named support contact, subject to external-agency advice;
- ☐ protects confidentiality and prevents publicity that would identify the adult while statutory restrictions apply; and
- ☐ records decisions, reasons, outcome, learning and action.

Suspension is a neutral protective measure, not a finding of guilt. It is used only when no suitable alternative can manage risk. Alternatives can include deployment away from children, additional supervision, changed duties or temporary work at another location.

An allegation is described using the outcome categories substantiated, malicious, false, unsubstantiated or unfounded only after the process is complete. A finding that evidence is insufficient does not mean the child lied.

Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the staff code of conduct, including conduct outside work, but the information does not appear to meet the harm threshold.

Examples include over-familiarity, favouritism, inappropriate communication, unnecessary one-to-one isolation, humiliating language, boundary crossing, use of a personal device, or conduct that could be misunderstood.

Low-level concerns are reported to the Headteacher. Concerns about the Headteacher go to the proprietor. Adults are expected to self-report a situation that may have compromised a boundary. The recipient records the concern, speaks with relevant people, checks for patterns and consults the LADO when the threshold is unclear.

Records distinguish fact, allegation and professional view. Names are retained while the person works at the School and for at least the minimum period required by current guidance. Patterns across apparently minor events are reviewed. A concern is escalated when new information changes the threshold.

References, DBS and Teaching Regulation Agency referrals

Substantiated safeguarding findings are included in references when legally and factually appropriate. Low-level concerns are not normally included unless they relate to an issue that met the harm threshold or form a pattern sufficiently serious to be relevant.

The School makes a referral to the Disclosure and Barring Service when the legal conditions are met, including where a person is removed from regulated activity, or would have been removed had they not left, because they harmed or posed a risk of harm to a child. A referral to the Teaching Regulation Agency is made when teacher misconduct may require prohibition. Settlement agreements, resignation or the end of a placement do not stop safeguarding action.

Whistleblowing and escalation

Adults can raise a safeguarding concern through the Whistleblowing Policy, directly with the proprietor or safeguarding governor, with the LADO, or through the NSPCC Whistleblowing Advice Line. No person is disadvantaged for raising a genuine concern in good faith.

If staff believe a child remains at risk after a decision, they escalate with the DSL, Headteacher, local authority, police or other statutory partner and record the action. Professional disagreement does not close a concern.

Safer recruitment and ongoing suitability

The School uses a safeguarding-led, multi-stage recruitment process. At least one panel member has completed current safer-recruitment training.

Pre-appointment checks

The School:

- ☐ uses a complete application form and does not accept a curriculum vitae alone;
- ☐ scrutinises employment history, reasons for leaving, gaps, repeated moves and conflicting information;
- ☐ obtains two suitable references, including the current or most recent employer where appropriate, directly from the referee;
- ☐ verifies references and follows up vague, incomplete or contradictory information;
- ☐ explores the candidate's values, safeguarding understanding, boundaries and response to realistic scenarios;
- ☐ carries out an online search of shortlisted candidates as part of due diligence, tells candidates this may occur and explores relevant findings fairly;
- ☐ verifies identity, right to work, mental and physical fitness for the role, professional qualifications and required registrations;
- ☐ obtains the correct enhanced DBS certificate and children's barred-list check for regulated activity;
- ☐ checks teacher prohibition and section 128 direction where the role requires it;
- ☐ applies childcare-disqualification rules to relevant work;
- ☐ makes proportionate overseas checks for people who have lived or worked abroad;
- ☐ checks sanctions or restrictions linked to professional bodies where relevant; and
- ☐ records required checks and dates on the single central record.

No adult starts unsupervised regulated activity until the required checks are complete. A documented risk assessment is used only where law and current guidance permit a person to start before a certificate is available.

Volunteers: change from 1 September 2026

From 1 September 2026, the previous statutory supervision exemption for volunteer activity is removed. A volunteer who regularly teaches, trains, instructs, cares for or supervises children, or does so overnight, is treated as engaging in regulated activity and receives an enhanced DBS check with children's barred-list information.

The School identifies affected existing volunteers, completes the new level of checking before they continue such activity from the commencement date and updates the single central record. One-off or occasional volunteering is risk assessed, supervised and checked at the level required by the role.

No person barred from regulated activity is knowingly permitted to carry it out.

Supply staff, trainees, contractors and self-employed people

For agency and supply staff, the School receives written confirmation that the agency has completed all required checks and sees the original DBS certificate when current guidance requires this. Identity is checked on arrival. The School retains responsibility for conduct, supervision and allegation management while the person is on site.

For salaried trainee teachers, the School or provider completes checks according to the employment arrangement. For fee-funded trainees, written confirmation is obtained from the training provider. Allegations involving a trainee are managed jointly with the provider and LADO.

Contractors and self-employed people are assessed by activity, frequency, opportunity for contact and supervision. The School obtains written confirmation of required checks, confirms identity and prevents unsupervised contact when regulated-activity requirements have not been met.

Governors, proprietors, visitors and work experience

Governors and members of the proprietor body receive the checks required by their role, including an enhanced DBS check and section 128 check where applicable.

Visitors sign in, display identification, receive safeguarding instructions and are supervised according to risk. A professional visitor's identity and purpose are verified through their organisation rather than relying only on a badge.

Work-experience placements are risk assessed. Checks on placement providers, supervising adults and pupils are completed at the level required by age, activity and law. Private arrangements for homestay or exchange visits follow current KCSIE requirements.

Ongoing suitability and single central record

Safeguarding suitability continues after appointment. Staff must disclose relevant arrests, charges, convictions, investigations, professional restrictions, disqualification, new outside work or household circumstances required by law or contract.

The single central record is maintained accurately and checked through governance monitoring. It records the check itself, the date and checker, not unnecessary sensitive detail. Recruitment records, interview decisions and risk assessments are retained under the retention schedule.

Premises, visitors, activities and external providers

Site security and visitors

The School balances a welcoming environment with controlled access. Staff challenge an unidentified person safely, report security concerns and keep external doors, keys, codes and visitor systems under review. Emergency services and statutory visitors are supported without avoidable delay.

The School assesses safeguarding in rooms, outside areas, transport, toilets, changing facilities, online spaces and any location used for learning. Blind spots and repeated incidents inform supervision and premises changes.

Lettings, hirers and community use

Safeguarding terms form part of every letting or use agreement. The School checks that an organisation providing activities for children has suitable child-protection arrangements, safer recruitment, insurance and an allegation route. The DSL and hirer exchange emergency contacts.

If a safeguarding allegation occurs during an activity, the School follows its own procedures as well as the provider's route. Access can be suspended or the agreement terminated when safeguarding requirements are breached.

Educational visits, transport and overnight stays

Visits and transport are risk assessed with safeguarding, staffing, communication, medication, missing-child response, accessibility, sleeping arrangements, online contact and emergency plans. Staff retain professional boundaries away from the main site.

Overnight accommodation protects privacy and is allocated by biological sex. A suitable private option is considered for a child who requests it. No child shares sleeping accommodation with an adult except in a genuine emergency or personal-care arrangement that has been planned, risk assessed and agreed.

Toilets, changing rooms and sport

Pupils use single-sex toilets and changing facilities designated for their biological sex. Where practicable, the School also provides a private, single-user option for any child who wants greater privacy. Supervision protects dignity and does not create unnecessary observation.

For single-sex competitive sport, the School applies current guidance and considers safety, fairness and physical development. A pupil who cannot join a particular activity is offered a meaningful and respectful alternative.

External clubs, tuition and sport

School safeguarding expectations apply to coaches, tutors, therapists and providers using the premises or delivering activity for pupils. The School checks responsibilities, staff status, incident reporting, transport, photography, changing arrangements and online communication in writing. Sport or talent settings receive the same professional curiosity as classroom activity.

Prevention through curriculum, relationships and pupil voice

Safeguarding education is planned, sequenced, accessible and responsive to local and individual risk. It is taught through relationships, sex and health education, computing, citizenship, personal development and daily practice.

Pupils learn, in an age- and development-appropriate way, about:

- ☐ consent, boundaries, privacy, bodily autonomy and how to seek help;
- ☐ respectful relationships, friendship, family life and coercive control;
- ☐ sexual harassment, sexual violence and harmful sexual behaviour;
- ☐ misogyny, misandry, racism, homophobia, biphobia, disability discrimination and harmful stereotypes;
- ☐ online safety, pornography, image sharing, deepfakes, scams, financial exploitation and manipulative design;
- ☐ influencers, extremist content, group pressure, misinformation and AI-generated content;
- ☐ healthy disagreement, British values, rights and responsibility;
- ☐ drugs, alcohol, vaping, gangs, weapons and criminal exploitation;
- ☐ domestic abuse, forced marriage, FGM and other specific harms;
- ☐ mental health, self-harm, suicide prevention and sources of support; and
- ☐ safe use of mobile phones and generative AI.

Teaching does not ask pupils to disclose personal abuse in public. Staff know how to respond if a lesson prompts a disclosure. Materials are checked for accuracy, accessibility, age suitability, stereotypes and unintended triggering content.

The School gives children several ways to speak: a trusted adult, the DSL team, direct conversation, written or digital reporting, pupil voice and planned check-ins. Staff explain what will happen next and give updates. Non-speaking communication, behaviour and change in presentation are treated as possible forms of voice.

Pupil views inform risk assessment, behaviour support, online-safety review and policy evaluation. Adults do not place responsibility for stopping abuse on a child.

Working with parents, carers and other agencies

Parents and carers receive clear information about the safeguarding culture, reporting routes, attendance, online safety, mobile phones, behaviour and restrictive-intervention rules. The School listens to family knowledge while maintaining independent professional judgement.

The DSL works with Lincolnshire Safeguarding Children Partnership, children's social care, police, health, education, the Virtual School Head, housing, youth justice, Prevent partners and relevant placing authorities. Multi-agency plans identify lead responsibility, outcomes, information sharing and review dates.

The School contributes promptly to child protection conferences, core groups, Family Help plans and statutory assessments. Reports distinguish direct fact, child voice, third-party information and professional analysis.

When another professional response appears insufficient, the DSL uses local escalation or resolution arrangements. The School continues to support and observe the child while disagreement is addressed.

Complaints, records access and policy publication

Safeguarding complaints follow the Complaints Policy unless the adult-conduct, child-protection or whistleblowing route is required. A complaint process does not delay referral or emergency action.

Parents may request access to records under data-protection law, but information can be withheld or redacted to protect a child, another person, confidential third-party material, legal privilege or an active investigation. Requests are handled with the data-protection lead and DSL.

This policy is available to parents, carers and staff. A pupil-accessible explanation is provided in a suitable format. Key contact and reporting information is displayed where children can use it safely.

Monitoring, audit and review

The proprietor reviews this policy at least annually and after:

- ☐ new legislation or statutory guidance;
- ☐ the final KCSIE 2026 publication on 1 September 2026;
- ☐ a serious safeguarding incident or local learning review;
- ☐ an identified pattern, complaint or whistleblowing concern;
- ☐ a material change to provision, premises, staffing or technology; or
- ☐ evidence from pupils, parents, staff or partners that practice needs to change.

The DSL and Headteacher monitor:

- ☐ referrals, outcomes, timeliness and escalation;
- ☐ attendance, missing episodes and alternative provision;
- ☐ child-on-child abuse and harmful sexual behaviour;
- ☐ online-safety incidents, mobile-phone breaches and AI-related harm;
- ☐ restrictive interventions, injuries, duration and repeated patterns;
- ☐ low-level concerns, allegations and adult-conduct themes;
- ☐ recruitment and single-central-record compliance;
- ☐ training, induction and staff confidence;
- ☐ the filtering and monitoring review and test results; and
- ☐ pupil voice, complaints and differences affecting pupils with protected characteristics, SEND or care experience.

LENS review brings Learning, Environment, Nurture and Safeguarding Quality together. Findings become named actions with deadlines, oversight and follow-up. Data is handled carefully, interpreted in context and used to examine disproportionate impact or hidden harm.

The proprietor receives safeguarding reports that protect personal confidentiality while giving enough information to test culture, capacity, trends and completion of actions.

Appendix 1: immediate child-concern route

1. Make the situation safe. Call 999 for immediate danger or urgent medical need.
2. Listen calmly. Do not investigate or promise secrecy.
3. Tell the DSL or DDSL at once. Do this verbally for urgent concerns.
4. Record the child's exact words, observable facts, date, time, location and action.
5. The DSL decides on police, children's social care, Family Help, health or internal support.
6. Refer directly if the DSL is unavailable or action is not taken and risk remains.

- Support the child, record the outcome and continue professional curiosity.

A REFERRAL CANNOT WAIT

Any staff member can contact children's social care or police. Tell the DSL as soon as it is safe to do so. If a child is in immediate danger, call 999.

Appendix 2: adult-concern route

Concern about	Report without delay to	External route
Staff member, volunteer, supply worker, trainee or contractor	Headteacher	Case manager consults LADO within one working day when threshold may be met
Headteacher	Proprietor or safeguarding governor	Proprietor or governor consults LADO
Proprietor	LADO directly	LADO, police or children's social care as advised
Conduct below apparent harm threshold	Headteacher; proprietor if about Headteacher	LADO consultation if threshold is uncertain
Immediate danger or suspected crime	Police and DSL or case manager	Call 999 for immediate danger

Do not investigate, confront the adult, promise confidentiality or delay because information is incomplete.

Appendix 3: child-on-child and harmful sexual behaviour route

- Separate immediate risk and obtain medical or police help.
- Receive each child's account separately; do not mediate.
- Tell the DSL and make a factual safeguarding record.
- Preserve digital evidence without viewing or forwarding an illegal image.
- The DSL completes an initial risk and needs assessment.
- Refer to police or children's social care where required; record the reason for the route chosen.
- Put separate support and safety plans in place for the harmed child, the child alleged to have caused harm and other affected children.
- Review attendance, peer dynamics, locations, transport and online contact.
- Review at set dates and after any new information.

Appendix 4: specific-harm quick reference

Concern	Immediate School action	Specialist or statutory route
Immediate danger, serious injury or crime in progress	Make safe, first aid, call 999, tell DSL	Police and emergency health response
Significant harm or urgent child-protection concern	Tell DSL; refer without delay	Lincolnshire children's social care; police if crime or danger
FGM discovered by a teacher in a girl under 18	Teacher reports personally to police and tells DSL	Police mandatory-reporting route
Forced marriage or imminent travel	Do not contact family or mediate	Police and Forced Marriage Unit
Trafficking or modern slavery	Protect child, tell DSL, preserve information	Children's social care or police; request authorised first responder for NRM

Concern	Immediate School action	Specialist or statutory route
County lines, weapon or serious violence	Do not confront exploiters; protect child	Police and children's social care
Radicalisation concern	Tell DSL; assess context and risk	Local Prevent lead, police and Channel as appropriate
Nudes or semi-nudes, including AI-generated content	Do not view, copy, print or forward; tell DSL	Follow UKCIS guidance; police or social care when threshold met
Domestic abuse notification	Provide discreet support; assess connected risk	Operation Encompass, police and social care
Suspected fabricated or induced illness	Record direct observations; do not confront caregiver	Children's social care and health advice
Planned or accidental confinement	End it when safe; Headteacher and DSL review	Record and report as restrictive intervention; consider LADO

Appendix 5: KCSIE 2026 implementation register

This register shows how the July 2026 information edition is reflected in School policy. The DSL and proprietor will compare it with the final edition published on 1 September 2026 and record any amendment before approval.

KCSIE 2026 change or emphasis	School response in this policy
All staff read Part One; condensed Annex A removed	All staff, including staff without direct pupil contact, read Part One in full and confirm understanding
Family Help terminology and Working Together 2026	Early support section uses Family Help and keeps the section 47 significant-harm route distinct
Expanded abuse, exploitation and discrimination language	Definitions cover verbal emotional abuse, modern slavery, financial exploitation, child-to-parent abuse and anti-discriminatory practice
Child-on-child abuse, harassment and violence	Dedicated response includes serious physical harm, weapons, misogyny, misandry and support for every child
Nudes and semi-nudes include AI-generated content	Online and child-on-child sections apply the UKCIS response to real, altered and synthetic content
Data (Use and Access) Act 2025	Information-sharing section reflects the current data-protection framework and safeguarding priority
AI and online safety	Generative-AI risks, deepfakes, privacy, staff use, curriculum and product checks are addressed
Mobile phone policy	Phone-free arrangements cover the whole School day and personal staff devices are prohibited on site
Filtering and monitoring	Annual effectiveness review covers every School-managed device, connection and location, supported by test evidence
Alternative provision	Written safeguarding checks precede placement; exact location, attendance and welfare are reviewed at least half-termly
Attendance and temporary accommodation	Daily absence response, housing notifications, Family Help and statutory referrals are linked
Looked-after children and Virtual School Heads	Designated-teacher and DSL responsibilities include attendance, Personal Education Plans and support
Young carers, SEND and medical needs	Greater-barrier section requires accessible voice, reasonable adjustment and connected-risk assessment
Children questioning gender	No School-initiated social transition; parent involvement, documented case-by-case decisions, accurate sex records and safe facilities
Single-sex facilities, overnight stays and sport	Arrangements are based on biological sex with respectful private options and meaningful alternatives

KCSIE 2026 change or emphasis	School response in this policy
Reasonable force	Updated restrictive-intervention principles, post-incident review and a stronger School rule prohibiting seclusion
Volunteer regulated activity	From 1 September 2026, affected regular and overnight volunteers receive enhanced DBS plus barred-list checks
Trainee teachers and third-party adults	Adult-conduct process names trainees and retains shared responsibility with agencies and providers
School premises, hirers and sport	Written safeguarding conditions, reporting routes and proportionate checks apply to external use
Safeguarding file transfer	Secure transfer occurs within five days for in-year moves or the first five days of a new term, with current risk highlighted
Operation Encompass	Police domestic-abuse notifications receive a trained-key-adult response and do not replace referral
Cybercrime	Staff report cyber-enabled harm and indicators of child involvement, preserving information safely

Appendix 6: related School policies and procedures

This policy should be read with:

- ☐ Staff Code of Conduct and safer-working guidance;
- ☐ Behaviour, Relationships and Anti-Bullying Policy;
- ☐ Restrictive Intervention and Physical Contact Procedure;
- ☐ Online Safety, Filtering and Monitoring Policy;
- ☐ Mobile Phone Policy;
- ☐ Acceptable Use and Generative AI Procedure;
- ☐ Attendance and Children Missing Education Policy;
- ☐ Safer Recruitment Policy and single-central-record procedure;
- ☐ Allegations, Low-Level Concerns and Whistleblowing procedures;
- ☐ SEND, Medical Needs, Intimate Care and First Aid policies;
- ☐ Relationships, Sex and Health Education Policy;
- ☐ Educational Visits, Transport and Missing Child procedures;
- ☐ Alternative Provision quality-assurance procedure;
- ☐ Data Protection, Records Retention and Information Sharing policies;
- ☐ Complaints Policy; and
- ☐ Emergency, Lockdown and Business Continuity procedures.

Where another document conflicts with this policy, the safeguarding requirement and current law or statutory guidance take priority. The conflicting document is reviewed promptly.

Appendix 7: authoritative guidance

- ☐ [Keeping children safe in education](#)
- ☐ [Working together to safeguard children](#)
- ☐ [Restrictive interventions and reasonable force in schools](#)
- ☐ [Behaviour in schools](#)
- ☐ [Searching, screening and confiscation](#)

- ☐ [Mobile phones in schools](#)
- ☐ [Filtering and monitoring standards](#)
- ☐ [Generative AI in education](#)
- ☐ [Relationships, sex and health education](#)
- ☐ [Sharing nudes and semi-nudes](#)
- ☐ [Prevent duty guidance](#)
- ☐ [Channel duty guidance](#)
- ☐ [Children missing education](#)
- ☐ [Working together to improve school attendance](#)
- ☐ [Lincolnshire Safeguarding Children Partnership](#)

Appendix 8: approval and review record

Field	Record
Final KCSIE 2026 comparison completed	1 September 2026
Material amendments after final comparison	
DSL review	Nat Masters
Headteacher review	
Proprietor approval	<i>Shull</i> <i>J Corr-Brett</i>
Staff briefing completed	27/08/2026 - Work booklets - Staff Training held on 27/08/2026 - Lumilearn Training - Staff updates via email and sharepoint
Pupil-accessible version reviewed	Will be reviewed through induction.