

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy is applicable to the Four Cs Trust and all schools within the Trust

Based on recommended template from Peterborough City Council Safeguarding Team



**Approved by
Full Trustees
1 October 2026**

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Document Control

1. Four Cs Trust policy document control:

Senior Responsible Officer (SRO)	Ben Erskine, Trust Safeguarding Lead	
Trust Safeguarding Link	Sarah Humble	
Approved by Trustees on	1 October 2026	
Review date	Autumn 2027	

Background

2. **The Four Cs Trust and all its settings, is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.**
3. Our safeguarding arrangements are underpinned by:
- [Keeping children safe in education 2026](#),
 - [Working together to safeguard children 2026](#),
 - [The Education Act 2002](#),
 - [Children Act 1989](#) and [Children Act 2004](#),
 - [The Human Rights Act 1998](#),
 - [The Equality Act 2010](#),
 - [Data Protection Act 2018](#) and [UK GDPR](#), and
 - [Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures](#).
4. The welfare of the child is paramount and all decisions made by the Four Cs Trust and its settings will be taken in the best interests of children.
5. This responsibility is more fully explained in the statutory guidance for schools and colleges [Keeping children safe in education 2026](#) (KCSIE). **All** staff must be made aware of their duties and responsibilities under Part One of this document.
6. It is essential that everyone working in a school or college understands their safeguarding responsibilities. The Trustees and Local Governing Committees and proprietors, working in partnership with the senior leadership teams and the Designated Safeguarding Leads (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of [KCSIE](#).
7. Governing bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in [KCSIE](#).
8. Through their day-to-day contact with pupils, and direct work with families, all staff in school have a responsibility to:
- Identify concerns early, offer support, and prevent issues from escalating,
 - Provide a safe environment in which children can learn,

- Identify children who may benefit from Family Help and early support,
 - Know what to do if a child tells them he/she is being abused or neglected in line with the setting procedures, and
 - Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of [KCSIE](#)).
9. This policy is consistent with the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#) procedures.

Purpose

10. There are four main elements to this policy:
- 1) Prevention** – Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos,
 - 2) Procedures** – For identifying and referring cases, or suspected cases, of abuse or exploitation,
 - 3) Supporting children** – Particularly those who may have been abused or witnessed violence towards others, and
 - 4) Preventing unsuitable people working with children** – Processes are followed to ensure that those who are unsuitable to work with children are not employed.
11. This policy is available to parents on request and is on the all websites for the Trust and its settings.

Scope

12. This policy sets out how the setting's Trustees and Local Governing Committees discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the setting. Our policy applies to **all** staff, paid and unpaid, working in the setting including Trustees and Governors.
13. We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.
14. Safeguarding and promoting the welfare of children is defined as:
- Providing help and support to meet the needs of children as soon as problems emerge,
 - Protecting children from maltreatment, whether that is within or outside the home, including online,
 - Preventing the impairment of children's mental and physical health or development,
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,

- Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and
- Taking action to enable all children to have the best outcomes.

Useful Contacts

Useful Contacts

Useful Contact	Communication Route
PCC Education Safeguarding Team	Peterborougheducationsafeguarding@peterborough.gov.uk
PCC Education Safeguarding Manager	Rebecca.gibson@peterborough.gov.uk
PCC Education Safeguarding Advisor	Louise.hooper@peterborough.gov.uk
PCC Education Safeguarding Advisor	Gina.hayes@peterborough.gov.uk
PCC Education Safeguarding Operation Support Assistant	Melissa.clarke@peterborough.gov.uk
PCC Education Navigator – MASH	pcceducationnavigator@peterborough.gov.uk
Early Help/Targeted Support	Tel: 01733 863649
MASH – General Enquiries	Tel: 01733 864170
MASH – Professional Consultation Line	Tel: 01733 864180
MASH referral Portal	Professional (peterborough.gov.uk)
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@peterborough.gov.uk Tel: 01733 864038
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596
Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures	Multi-Agency Policies and Procedures Cambridgeshire and Peterborough Safeguarding Partnership Board

Prevention

Standard Commitments

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

16. The Trust and its settings will incorporate into the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts.

Nursery, Primary and Special Schools Using the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme

17. Each of the Trust schools have a PSHE curriculum in place which covers units on personal safety.

Primary Settings

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

Secondary and Post-16 Settings

19. We use the [Safer Corridors Action Toolkit](#) developed by the Cambridgeshire PSHE Service to support with listening to pupil voice, building awareness, and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe. It enables young people and staff to devise and carry out actions to improve awareness and reduce incidents in their own school.

Procedures

Multi-Agency Procedures

20. The Trust and its settings will follow the procedures set out in the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#) Multi-Agency Procedures.
21. The Trust will liaise with the three statutory safeguarding partners (Local Authority, Health and Police) as appropriate and work with other agencies in line with [Working Together to Safeguard Children 2026](#).
22. **The Designated Safeguarding Leads for the Trust are identified in Appendix B.**
23. **The Deputy Designated Safeguarding Leads for the Trust are identified in Appendix B.**
24. **The nominated Governors for Safeguarding and Child Protection are identified in Appendix B.**
25. **Prevent leads and Online Safety Leads are identified in Appendix B.**

Staff Induction and Safeguarding Awareness

26. The Trustees and the Local Governing Committees will ensure that all staff, volunteers, Governors and Trustees receive appropriate safeguarding information at induction and are provided with regular safeguarding updates thereafter.
27. From induction onwards, all staff will be made aware of:
 - The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSLs),
 - The setting's safeguarding and child protection procedures,
 - The systems for recording and reporting safeguarding concerns,
 - Their individual responsibility to safeguard children and report concerns without delay,
 - The requirement to read and understand Part One of KCSIE,
 - The setting's staff code of conduct and whistleblowing procedures, and
 - The role of filtering and monitoring systems and the process for reporting concerns relating to online safety.
28. Staff must understand:
 - How to identify signs of abuse, neglect, exploitation and child-on-child abuse,
 - That children can be at risk of harm both inside and outside the home, inside and outside the setting and online,
 - The importance of professional curiosity,
 - Their responsibility to provide a safe environment in which children can learn,
 - Their role in Family Help and Early Help processes,
 - The process for making referrals to Children's Social Care,
 - The safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged, and
 - The safeguarding risks associated with misinformation, disinformation, generative AI, deepfakes and other emerging technologies.

Reporting Concerns

29. All staff must act immediately if they have concerns about a child's welfare.
30. For example, staff are required to record safeguarding concerns on the school's relevant recording system immediately and submit them to the DSL or DDSL without delay. Any concerns relating to physical abuse, sexual abuse or a child at immediate risk of harm must also be reported verbally to the DSL/DDSL as soon as possible and followed up in writing.
31. Procedures for individual settings are identified in Appendix B.

Designated Safeguarding Lead Arrangements

32. The Trustees and Local Governing Committees will ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.
33. The DSL or a Deputy DSL will always be available during operating hours and term time to discuss safeguarding concerns and support staff in making referrals where necessary.
34. In the absence of the DSL and all Deputy DSLs, staff should seek immediate advice from the Headteacher and, where required, make a direct referral to Children's Social Care or the Police through the safeguarding [Professional Referral](#) process. Staff should never delay action because a DSL is unavailable.
35. DSL contingency arrangements for Trust schools are identified in Appendix B.
36. Whilst there is no statutory requirement for DSL availability during holidays, the setting will ensure that safeguarding arrangements remain proportionate to the needs of pupils. This may include monitoring safeguarding email accounts and providing a nominated safeguarding contact for urgent child protection matters.

Training

37. The Trustees and Local Governing Committees will ensure that all staff receive safeguarding and child protection training at induction and through annual updates.
38. Training will include:
 - Child protection procedures,
 - Child-on-child abuse,
 - Exploitation,
 - Online safety,
 - Prevent awareness,
 - Filtering and monitoring responsibilities,
 - Children missing education,
 - Family help processes,
 - Professional curiosity,
 - Information sharing,
 - The risks associated with misinformation and disinformation,
 - Emerging technologies and AI-related safeguarding risks, and
 - Local safeguarding procedures and multi-agency working arrangements.

Online Safety

39. The Trustees and Local Governing Committees recognises that safeguarding includes protecting children from online risks and harms.
40. School Online Safety Policies reflect the requirements of [KCSIE](#), [Meeting digital and technology standards in schools and colleges](#) and [Generative AI: product safety expectations](#).
41. The Online Safety Policy is aligned with the Behaviour Policy for each Trust school (links contained within Appendix B) and includes procedures for responding to:
 - Online abuse and exploitation,
 - Cyberbullying,
 - Harmful online content,
 - Misinformation and disinformation,
 - Making, possessing or sharing nudes and semi-nudes (see [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)), and
 - Risks associated with generative AI, deepfakes and manipulated imagery.
42. Schools operates a phone-free environment for pupils. Any exceptions are set out within the Use of Mobile Phones and Smart Devices Policy for individual schools.

Filtering and Monitoring

43. The Trustees and Local Governing Committees will ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful content.
44. With support from the DSL and relevant IT providers, the effectiveness of filtering and monitoring systems will be reviewed at least annually by the designated senior leader responsible.

Whistleblowing and Low-Level Concerns

45. The Trustees and Local Governing Committees will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.
46. Concerns will be managed sensitively, proportionately and in accordance with the setting's Whistleblowing Policy, Staff Code of Conduct, and procedures for managing allegations and low-level concerns about adults working with children. See [Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children](#).

Working with Parents and Carers

47. The Trustees and Local Governing Committees will ensure that parents and carers are informed of the setting's safeguarding responsibilities and that this Safeguarding and Child Protection Policy is published and accessible via the setting's website.

Vulnerable Groups of Children

48. The Trustees and Local Governing Committees recognises that while all children can be harmed, some children may face additional barriers to safeguarding and may be at greater risk of abuse, neglect or exploitation, both online and offline.
49. All Trust settings will give particular consideration to children identified within [KCSIE](#) as potentially vulnerable and ensure appropriate support and protective measures are implemented where required.

Alternative Provision and Off-Site Education

50. Where pupils access alternative provision or are educated off-site, Trust settings remains responsible for ensuring appropriate safeguarding arrangements are in place.
51. Trust settings will:
- Undertake appropriate due diligence before any placement begins,
 - Obtain written confirmation that relevant safeguarding and safer recruitment checks have been completed,
 - Maintain effective information-sharing arrangements with the provider,
 - Monitor attendance, welfare and safeguarding arrangements throughout the placement, and
 - Review placements immediately where safeguarding concerns arise and end placements where necessary.
52. Please see Appendix C – Four Cs Trust Guidance: Safeguarding Responsibilities and Common Pitfalls when using Alternative Provision.

The Trustees and Local Governing Committees Obligations

53. The Trustees and Local Governing Committees recognise that they have a strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that the setting complies with its duties under legislation and statutory guidance. Readers should refer to Part Two of [KCSIE](#) for the full responsibilities of governing bodies, proprietors and management committees.
54. The Trustees and Local Governing Committees will ensure that safeguarding arrangements are effective, child-centred and embedded throughout the setting. Safeguarding governance

includes leadership and oversight, safer recruitment, child protection arrangements, online safety, filtering and monitoring, staff training, and the promotion of a culture where safeguarding is everyone's responsibility.

55. The Trustees and Local Governing Committees will:

- Appoint a Safeguarding Governor to provide strategic oversight and champion safeguarding,
- Ensure all governors and trustees receive safeguarding and child protection training, including online safety, at induction and through regular updates,
- Ensure governors can provide appropriate strategic challenge regarding safeguarding arrangements and their effectiveness,
- Ensure compliance with duties under the [Human Rights Act 1998](#), [Equality Act 2010](#), Public Sector Equality Duty and [Cambridgeshire & Peterborough Safeguarding Partnership Board](#)'s safeguarding arrangements,
- Receive and scrutinise an annual safeguarding report and ensure any identified weaknesses are addressed without delay,
- Review, ratify and update this Safeguarding and Child Protection Policy annually,
- Ensure this policy is understood and implemented by all staff,
- Ensure the policy is published on the setting's website,
- Ensure appropriate filtering and monitoring systems are in place and reviewed annually,
- Ensure that children's wishes, views and feelings are considered when safeguarding decisions are made, and
- Promote a strong safeguarding culture where the welfare of children is paramount.

Multi-Agency Working

56. Education settings have a pivotal role to play in multi-agency safeguarding arrangements. The Trustees and Local Governing Committees should ensure that settings contribute to multi-agency working in line with [Working Together to Safeguard Children 2026](#).

57. Trust settings will:

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

- There is an unexplained absence of a pupil who is subject to a Child Protection Plan,
- There is any change in circumstances to a pupil who is subject to a Child Protection Plan, and
- When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping, Confidentiality and Information Sharing

58. Trust settings will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.
59. Records should include:
 - A clear and comprehensive summary of the concern,
 - The child's lived experience, and where appropriate their views,
 - Details of how the concern was followed up, decision making, use of local partnership tools and note of any actions taken and any outcomes, and
 - A record of discussion/communication with parents and their views.
60. Electronic records are stored on an identified, purpose-built, secure platform (eg CPOMS) and meets the DfE's [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges](#). All staff are directed to the National Cyber Security Centre's (NCSC) [Cyber security training for school staff](#).
61. Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the [United Kingdom General Data Protection Regulation](#) (UK GDPR) and the [Data Protection Act 2018](#).
62. Trust settings will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the [Data Protection Act 2018](#) and [UK GDPR](#).

Communication with Parents/Carers

63. The Trust is committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:
 - Where there are concerns about a child's welfare, The Trust will, wherever appropriate, seek to discuss these with parents and carers and work in partnership with them to

identify the most effective support. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal investigation. In such cases, the Trust will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and

- Trust settings will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

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

64. The Trust recognises that children can abuse other children, and that child-on-child abuse can occur both inside and outside of school, including online. All forms of child-on-child abuse are taken seriously and will never be dismissed as banter, part of growing up, or simply having fun. This includes, but is not limited to:
- Bullying (including cyberbullying),
 - Physical abuse,
 - Initiation or hazing behaviours,
 - Prejudice-based abuse,
 - Sexual harassment,
 - Sexual violence,
 - Consensual and non-consensual sharing of nude and semi-nude images and/or videos, and
 - Harmful sexual behaviour.
65. The Trust will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.
66. Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of [KCSIE](#), which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see [Sharing nudes and semi-nudes: how to respond to an incident](#).
67. Where an incident of child-on-child sexual harassment, sexual violence or harmful sexual behaviour is reported, staff must:
- Listen carefully and take the child seriously, without asking leading questions or investigating the allegation themselves.
 - Reassure the child that they have done the right thing by reporting it and explain what will happen next.
 - Record the concern accurately and promptly, using the child's own words wherever possible.
 - Report the concern immediately to the DSL or a deputy, in line with the Trust's safeguarding procedures.
 - Consider the immediate safety and wellbeing of all children involved, including the child who has reported the concern and the child alleged to have caused harm.
 - Do not promise confidentiality; explain that information will only be shared with those who need to know.

- The DSL will determine appropriate next steps, including whether children's social care and/or the police should be contacted, with reference to KCSIE and relevant statutory guidance.
- Support and safeguarding arrangements should be kept under review for all children involved.

Supporting Children

Protecting Children

68. The Trust recognises that whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:
- Children who need a social worker (Child in Need and Child Protection Plans),
 - Children who are absent from education,
 - Elective home education (EHE),
 - Children requiring mental health support,
 - Looked after children and previously looked after children,
 - Care leavers,
 - Young carers,
 - Children with special educational needs, disabilities or health issues,
 - Safeguarding children with medical conditions,
 - Children who are lesbian, gay or bisexual, and
 - Children who are questioning their gender.
69. The Trust recognises that some children may face additional barriers to recognising or reporting abuse and may require additional support to keep them safe. Schools will ensure that staff understand the particular vulnerabilities and safeguarding needs of individual children and that appropriate support is put in place. This will include close liaison between the DSL, SENCO, Designated Teacher, attendance staff and other relevant professionals, as appropriate. Concerns about children who are absent from education will be responded to promptly in accordance with the school's Attendance Policy and statutory guidance.
70. The Trust understands that it is important to recognise specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should act on concerns immediately and follow organisation procedures, including recording concerns and speaking with DSL (or a deputy). The list below details those groups as per [KCSIE](#)'s Annex A, which contains detailed definitions:
- Child abduction and community safety incidents,
 - Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE),
 - County lines,
 - Children and the court system,
 - Children missing from education,
 - Children with family members in prison,
 - Cybercrime,

- Domestic abuse,
- Homelessness,
- Modern Slavery and the National Referral Mechanism,
- Preventing radicalisation,
- The Prevent duty,
- Channel,
- Serious Violence,
- Honour based abuse (including Female Genital Mutilation and Forced Marriage),
- FGM,
- FGM mandatory reporting duty for teachers, and
- Forced marriage.

71. Domestic abuse can have a significant impact on children, whether they experience it directly or are exposed to its effects within the family home. Children may experience domestic abuse in different ways and can themselves be victims. Staff should remain alert to changes in a child's behaviour, wellbeing, attendance or presentation which may indicate domestic abuse. Any concerns or disclosures must be recorded and reported to the DSL (or deputy) immediately in accordance with the school's safeguarding procedures. The DSL will consider appropriate support and referrals, including to Children's Social Care and other specialist services where necessary. The Trust's approach reflects KCSIE, the Domestic Abuse Act 2021 and relevant local safeguarding partnership procedures and guidance.
72. The Trust works in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called [Operation Encompass](#).
73. To achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL or Domestic Abuse (DA)Lead. On receipt of any information, the DSL or DA Lead will decide on the appropriate support the child may require.
74. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the [Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings](#).
75. It is a statutory duty for teachers in England and Wales to personally report cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers must consider and discuss such cases with the DSL and involve social care as appropriate. Where a teacher, in the course of their professional duties, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they have a statutory duty to report this directly to the police. The report should be made as soon as possible and normally by the end of the next working day. The teacher must also inform the DSL, who will consider what additional safeguarding action is required. The mandatory reporting duty does not apply to suspected or potential cases of FGM; these must still be reported immediately to the DSL and managed in accordance with the Trust's safeguarding procedures.

Children Who Have Returned Home to their Family from Care

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

Children Exposed to Risk Outside the Home (ROTH)

77. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation (including county lines and online exploitation), serious youth violence, peer-on-peer abuse and radicalisation.
78. The Trust recognises its statutory duty to have due regard to the need to prevent children from being drawn into terrorism. Staff should be alert to changes in behaviour or circumstances which may indicate that a child is vulnerable to radicalisation or extremist influences, including online. Any concerns must be reported promptly to the DSL (or deputy), who will assess the concern in accordance with the school's safeguarding procedures and consider whether further advice or referral is required, including to Children's Social Care, the police or through the Channel process, as appropriate. In an emergency or where there is an immediate risk of harm, the police should be contacted immediately. The Trust's approach is informed by KCSIE and the Prevent Duty Guidance and staff receive appropriate safeguarding and Prevent training

Children at Risk of Radicalisation

79. The Trustees and Local Governing Committees will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2 years) and that all staff receive training about the Prevent Duty within induction and regular updates/annual refreshers.
80. **Prevent leads and Online Safety Leads are identified in Appendix B.**
81. The Trust's Designated Safeguarding Leads (and Deputies) should be aware of local procedures for completing a [National Prevent referral form](#).
82. See also [The Prevent duty: an introduction for those with safeguarding responsibilities](#), and [Prevent duty guidance: England and Wales \(2023\)](#).
83. Any concern that a child may be vulnerable to radicalisation or being drawn into terrorism must be reported immediately to the DSL (or deputy), who will consider the concern in line with the Trust's safeguarding procedures. The DSL will assess the level of risk, seek advice where appropriate and consider whether a referral to Children's Social Care, the police and/or Prevent is required. Where appropriate, a referral may result in consideration by Channel, the multi-agency programme which provides support to people vulnerable to being drawn into terrorism. In cases of immediate danger or where a crime may have been committed, the police should be contacted without delay.

Privately Fostered Children

84. Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or close relative, in their own home for 28 days or more.
85. The Trust will follow the mandatory duty to inform the Peterborough City Council of any Private Fostering arrangements via a [Safeguarding Referral](#).

Preventing Unsuitable People From Working With Children

Recruitment

86. The Trust will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of [KCSIE](#). This section should be read in conjunction with the Trust's Safer Recruitment Policy.
87. The Trust will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
88. **The members of staff who have undertaken Safer Recruitment training are included in Appendix B.**

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

89. Any allegation of abuse made against any person in paid or unpaid capacity that meets the harms threshold as set out in [KCSIE's](#) Part Four, Section One, will be reported straight away to the Headteacher.
90. In cases where the Headteacher is the subject of an allegation, it will be reported to the Trust Board. The Trust must follow the procedures set out in Part Four of [KCSIE](#).
91. The Trust will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made and adhere to the relevant procedures set out in [KCSIE](#), Part Four and the setting's HR Policies as well as seek advice from their HR provider.
92. The Trust and the Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
93. Before contacting the LADO, the Trust will use the guidance chart found in [Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children](#) to support their decision-making.
94. If the Trust identifies that a child has been harmed, may be at risk of harm, or requires an immediate safeguarding response, the DSL (or deputy) will make a referral to the LADO, Children's Social Care and the police without delay, as appropriate.

95. The Trust will use the local [LADO Procedures](#) set out by the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#).
96. The Trust will follow the duty of care set out on page 111 of [KCSIE](#) regarding the welfare of those involved.

Concerns that do not Meet the Harms Threshold

97. Low level concerns that do not meet the harms threshold should be reported to the Headteacher/Designated Safeguarding Lead. The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.
98. In cases where the Headteacher is the subject of an allegation, it will be reported to the Trust. The Trust will follow the procedures set out in Part Four, Section Two of [KCSIE](#).
99. The Trust sets out its low level concerns policy within its staff code of conduct (available on the Trust website).
100. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
101. The Trust can decide where these records are kept, but they must be kept confidential, held securely and comply with the [Data Protection Act 2018](#) and the [UK GDPR](#).
102. The Trust will promote an open culture where concerns about adults working in or on behalf of the Trust are addressed promptly and appropriately. This helps identify inappropriate behaviour early, reduce the risk of abuse, and ensure all adults understand and follow professional boundaries, the setting's ethos and values.
103. The Trust should ensure that **all** staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils, parents or carers as advised within the [Professional and Personnel Relationships Guidance](#). Signed confirmation is required.
104. The Trust will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the [Sexual Offences Act 2003](#) (Abuse of Position of Trust).

Other Related Policies and Procedures

105. See the [Context](#) section for the Trust's list and links to relevant policies.
106. In the Trust's nursery and primary provision, safeguarding arrangements will also comply with the safeguarding and welfare requirements of the statutory Early Years Foundation Stage (EYFS) framework, where applicable.

107. The Trust has a Whole-School Allergy Policy for supporting children with medical conditions. This is displayed on school websites in accordance with section 34 of the [Children's Wellbeing and Schools Act 2026](#), [Allergy safety in schools statutory guidance](#), [Stronger protections for children with allergies in school](#).

Local Governing Committee Safeguarding Responsibilities

Use of Setting Premises for Non-Setting Activities

108. If the Trust provides extended facilities or before or after setting activities directly under the supervision or management of setting staff, the setting's arrangements for safeguarding as written in this policy shall apply.
109. Where services or activities are provided separately by another organisation or individual, either on or off setting site, the Trust will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the setting on these matters where appropriate.
110. The Trust will use the guidance on [After-school clubs, community activities, and tuition - safeguarding guidance for providers](#), which details the safeguarding arrangements that settings should expect these providers to have in place.

Definitions

111. Terms and definitions used in this policy:

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

Context

112. Internal and external context relevant to this policy. Please see the Trust and individual school websites for access to policies. To clarify procedures, please contact individual Trust schools:

Internal Documents <i>List of internal documents related to this policy. Include reference numbers and links for easy access.</i>	• Alternative Provision Procedures • Anti-bullying policy • Attendance policy (including Children who are absent from Education) • Behaviour policy • Complaints policy • Critical Incident plan • Equality policy • First Aid policy • Health and Safety policy • HR Policies • Intimate Care policy • Lone Working policy • E-Safety policy • Physical Intervention and/or Use of Reasonable Force policy • Protocol for children not collected from school at the end of the school day/activity • Record Keeping Policy • Responding to Prejudice Related incidents policy • ROTH Procedures • Safer Recruitment Policy • SEND Policy • Staff Code of Conduct/Safer Working Practice • Staff Discipline and Grievance procedures • Supporting Pupils with Medical Conditions policy • Use of Mobile Phone and Other Smart Devices Policy • Whistleblowing policy
Legislation, Standards, etc. <i>List of external legislation or government regulations, etc. relating to this policy. Include website links for easy access.</i>	• <u>After-school clubs, community activities, and tuition - safeguarding guidance for providers</u> • <u>Allergy safety in schools statutory guidance</u> • <u>Alternative Provision</u> • <u>Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures</u> • <u>Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings</u> • <u>Children Act 1989</u> • <u>Children Act 2004</u> • <u>Children's Wellbeing and Schools Act 2026</u>

- [Cyber security training for school staff](#)
- [Data Protection Act 2018](#)
- [Domestic Abuse Act 2021](#)
- [Education for children with health needs who cannot attend school](#)
- [EYFS statutory framework for group and school-based providers](#)
- [Female Genital Mutilation Act 2003](#)
- [Generative AI: product safety expectations](#)
- [Home - Shore](#)
- [KCSIE](#)
- [Keeping children safe in education 2026](#)
- [LADO Procedures](#)
- [Lucy Faithfull Foundation - Preventing child sexual abuse](#)
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)
- [Meeting digital and technology standards in schools and colleges](#)
- [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges](#)
- [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance](#)
- [National Prevent referral form](#)
- [Operation Encompass](#)
- [Prevent duty guidance: England and Wales \(2023\)](#)
- [Professional and Personnel Relationships Guidance](#)
- [Professional Referral Process](#)
- [Relationships Education, Relationships and Sex Education and Health Education](#)
- [Risk Outside the Home \(ROTH\) Assessment Guidance](#)
- [Risk Outside the Home \(ROTH\) Assessment Tool](#)
- [Safer Corridors Action Toolkit](#)
- [Safer Spaces Action Toolkit](#)
- [Sexual Offences Act 2003](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Sharing nudes and semi-nudes: how to respond to an incident](#)
- [Shore - Lucy Faithfull Foundation](#)
- [Stronger protections for children with allergies in school](#)
- [The Education Act 2002](#)
- [The Equality Act 2010](#)

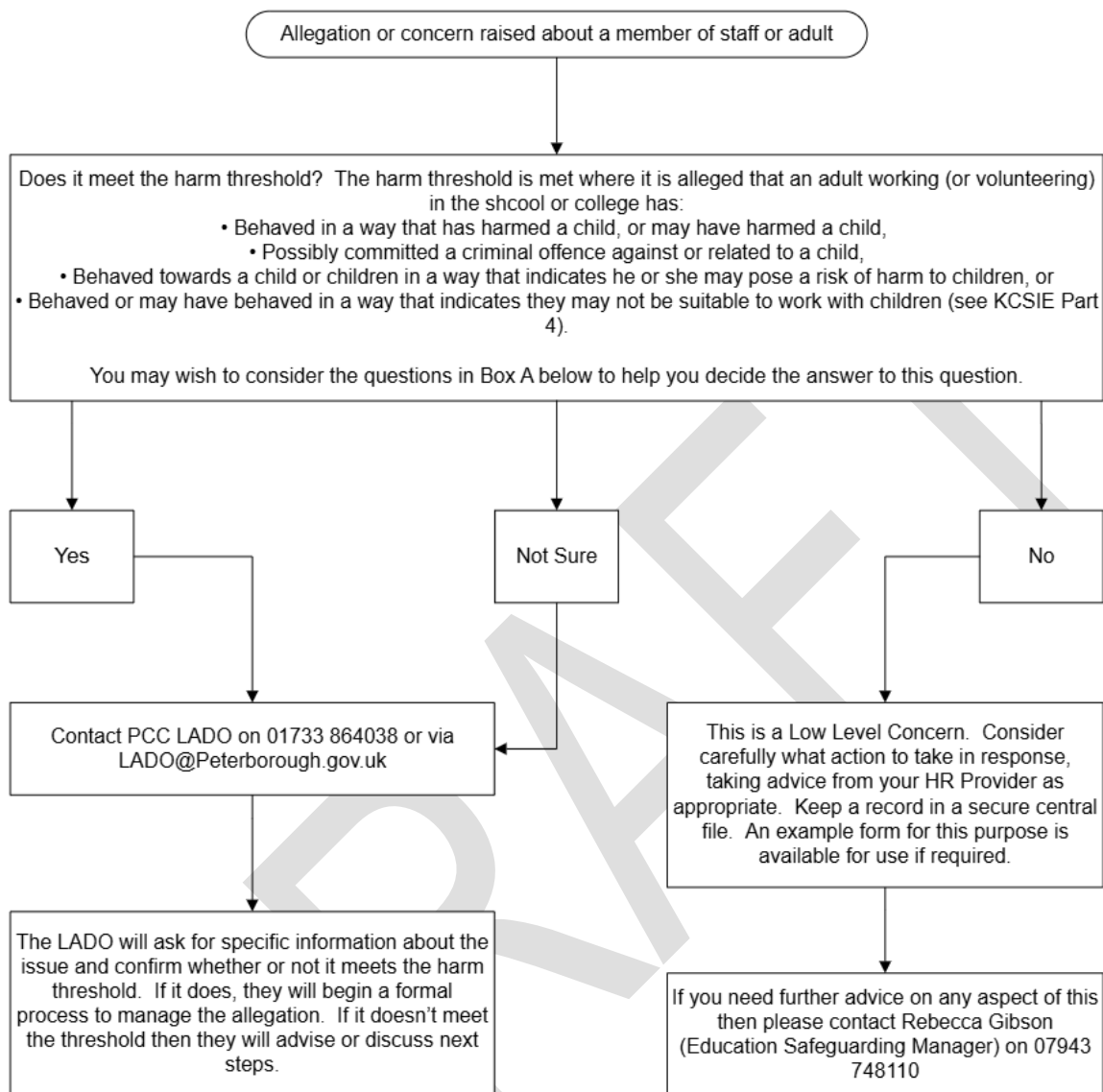
	• <u>The Human Rights Act 1998</u> • <u>The Prevent duty: an introduction for those with safeguarding responsibilities</u> • <u>UK GDPR</u> • <u>When to call the police: Guidance for schools and colleges</u> • <u>Working Together to Improve School Attendance</u> • <u>Working together to safeguard children 2026</u>
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Review Actions

113. At the next review, the following actions should be taken:

- Review all sections, language and links
- Re-submit to the Trustees for approval

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



Box A

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

What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix B – Key information – unique for each setting within the Trust



The **Four Cs Trust**

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Ben Erskine	01733 254070	berskine@fourcsmat.org.uk
Deputy Designated Safeguarding Lead(s)	N/A		
Contingency arrangements for DSL	N/A		
Link Trustee for Safeguarding	David Whiles		
Prevent Lead	Ben Erskine	01733 254070	office@fourcsmat.org.uk
Online Safety Lead	Ben Erskine		
Online reporting system	See individual schools		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT		
Link to Behaviour Policy	See individual schools		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Ben Erskine	May 2025		
Bernie Harrison	May 2026		
Nigel Jennings	August 2026		
Suzanne Jones	January 2025		
Jonathan Oakley	May 2026		
Mike Sandeman	May 2026		
Deb Sanderson	August 2026		
Jonathan Theobalds	November 2024		
David Whiles	August 2026		



Arthur Mellows Village College

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Emma Kavanagh Nathan Steele Emma Ward John Gilligan Lorna Baxter Kate Clennett Charlie Boother Chris Phillips Elaine Duffy Kerry Cox	01733 252235	office@arthurmellows.org
Deputy Designated Safeguarding Lead(s)	N/A		
Contingency arrangements for DSL	Rota for 2026-2027 for full year and holidays to ensure coverage	01733 252235	office@arthurmellows.org
Link Governor for Safeguarding	Suzanne Jones	01733 252235	office@arthurmellows.org
Prevent Lead	Nathan Steele / Emma Kavanagh	01733 252235	office@arthurmellows.org
Online Safety Lead	Nathan Steele / Emma Kavanagh	01733 252235	office@arthurmellows.org
Online reporting system	MyConcern		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT AI Policy MAT		
Link to Behaviour Policy	Behaviour Policy		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Sarah Cooper	August 2026		
Nigel Jennings	August 2026		
Henry Sauntson	August 2026		
Sherrill Duberry	August 2026		
Faye Skinner	May 2026		
Nathan Steele	April 2026		
Kate Lewis	October 2024		
Lorna Baxter	October 2024		
John Gilligan	October 2024		
Roger Watson	October 2024		
Emma Kavanagh	October 2024		
Shannon Dale	October 2025		
Lorraine Marshall	March 2025		
Kate Clennett	May 2022		



Discovery Primary Academy

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Bryoney Abell	01733 325001	Abell.b@discoveryprimary.com
Deputy Designated Safeguarding Lead(s)	Michelle Siequien Cathy Matusiak Laura Matthews Liz McGrath	As above	Siequien.m@discoveryprimary.com Matusiak.c@discoveryprimary.com Matthews.L@discoveryprimary.com Mcgrath.l@discoveryprimary.com
Contingency arrangements for DSL	A DSL will always be available in the academy.		
Link Governor for Safeguarding	Mrs Sophie Michell (Until First LGC meeting)		sophiemichell85@outlook.com
Prevent Lead	Bryoney Abell		Abell.b@discoveryprimary.com
Online Safety Lead	Michelle Siequien		Siequien.m@discoveryprimary.com
Online reporting system	CPOMS		
Policy Links	Link		
Link to Online Safety Policy	Michelle Siequien		
Link to Behaviour Policy	Laura Matthews		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Bryoney Abell	January 2026		
Michelle Siequien	January 2025		
Cathy Matusiak	January 2026		
Laura Matthews	May 2025		
Liz McGrath	January 2026		



Fulbridge Academy

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Sam Smee	01733 566990	safeguarding@fulbridgeacademy.co.uk
Deputy Designated Safeguarding Lead(s)	George Edwards Donna Metcalfe Alison Barnes Lewis Angier Tracey Thorne Kim Kennedy	01733 566990	safeguarding@fulbridgeacademy.co.uk
Contingency arrangements for DSL	Sam Smee George Edwards Alison Barnes	07538201200 07784879765 07891145124	safeguarding@fulbridgeacademy.co.uk
Link Governor for Safeguarding	Karen Hignston	01733 566990	safeguarding@fulbridgeacademy.co.uk
Prevent Lead	Sam Smee	01733 566990	safeguarding@fulbridgeacademy.co.uk
Online Safety Lead	Lewis Angier	01733 566990	safeguarding@fulbridgeacademy.co.uk
Online reporting system	CPOMS		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT.pdf		
Link to Behaviour Policy	Fulbridge Academy Behaviour Policy June 2025		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Sam Smee	September 2025		
Lewis Angier	December 2024		
Alison Barnes	December 2024		
Dawn Wilson	May 2025		
Fiona Pais	September 2024		
Jo Adcock	September 2025		
Donna Metcalfe	October 2024		
Ryan Wood	September 2024		
Alex Bailey	October 2024		
Karen Hignston (Governor)	November 2024		
David Chandler (Governor)	January 2025		
Ruby Beeby	January 2026		
Rachael Gascoigne	January 2026		

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Candyce Snuggs	01733 247000	csnuggs@hvp.org.uk
Deputy Designated Safeguarding Lead(s)	Jodi Gilbert	01733 247000	jgilbert@hvp.org.uk
Contingency arrangements for DSL	Candyce Snuggs	01733 247000	csnuggs@hvp.org.uk
Link Governor for Safeguarding	Jemma Howard	01733 247000	jhoward@hvp.org.uk
Prevent Lead	Candyce Snuggs	01733 247000	csnuggs@hvp.org.uk
Online Safety Lead	Amy Morris	01733 247000	amorris@hvp.org.uk
Online reporting system	CPOMS		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT		
Link to Behaviour Policy	HVPA Behaviour Policy		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Paula Chamberlain	November 2024		
David Whiles	August 2026		
Candyce Snuggs	November 2024		
Louise Chatterton	January 2024		
Morgan Hunter	October 2024		
Francesca Pacey	September 2025		

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Roz Mercuri	01733 765950	safeguarding@kenstimpson.org.uk
Deputy Designated Safeguarding Lead(s)	Kate Holcroft	01733765950	safeguarding@kenstimpson.org.uk
Contingency arrangements for DSL	Kate/Roz cover	01733765950	safeguarding@kenstimpson.org.uk
Link Governor for Safeguarding	Emma McMenemy	01733765950	E.McMenemy@kenstimpson.org.uk
Prevent Lead	Roz Mercuri	01733765950	safeguarding@kenstimpson.org.uk
Online Safety Lead	Fardin Satari	01733765950	F.Satari@kenstimpson.org.uk
Online reporting system	CPOMS		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT		
Link to Behaviour Policy	KSA Behaviour Policy		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Damien Whales	27 April 2026		
Paul Swift	20 April 2026		
Roz Mercuri	28 April 2026		
Aimee Sharpe	15 April 2026		
Rebecca Musson	25 April 2026		
Raja Akhtar	2 November 2025		
Tan Hussain	15 June 2026		
Kevin Abbott	13 November 2025		
Vicky Talbot	15 April 2026		
Rachel Turner	15 April 2026		



Manor Drive Primary Academy

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Emma Marks	01733598001	emarks@manordriveprimary.org.uk
Deputy Designated Safeguarding Lead(s)	Parrott Miss Jess Mason Maggie Kitching	01733598001	jparrott@manordriveprimary.org.uk jmason@manordriveprimary.org.uk mkitching@manordriveprimary.org.uk
Contingency arrangements for DSL			
Link Governor for Safeguarding	Stephanie Williams	01733598001	swilliams@manordriveprimary.org.uk
Prevent Lead	Libby Parrott		
Online Safety Lead	Emma Marks		
Online reporting system	CPOMS		
Policy Links	Link		
Link to Online Safety Policy	ICT Policy		
Link to Behaviour Policy	Behaviour Policy		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Emma Marks	January 2026		
Maggie Kitching	January 2026		
Libby Parrott	March 2026		
Jess Mason	January 2025		



Manor Drive Secondary Academy

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	Matt Holdsworth	01733 598002	Mholdsworth@manordrivesecondary.org.uk
Deputy Designated Safeguarding Lead(s)	Jenna Gilbert	01733 598002	Jgilbert@manordrivesecondary.org.uk
Contingency arrangements for DSL	Neil Reid	01733 598002	Nreid@manordrivesecondary.org.uk
Link Governor for Safeguarding	Suzanne Jones	01733 598002	sjones@fourcsmat.org.uk
Prevent Lead	Matt Holdsworth	01733 598002	Mholdsworth@manordrivesecondary.org.uk
Online Safety Lead	Jenna Gilbert	01733 598002	Jgilbert@manordrivesecondary.org.uk
Online reporting system	CPOMS		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT		
Link to Behaviour Policy	MDSA Behaviour Policy		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Jenna Gilbert	August 2026		
Neil Reid	May 2026		
Matt Holdsworth	May 2026		
Penny Noble	May 2026		
Anna Knight	May 2026		
Rob Harrington	February 2026		
Kirsty Cleworth	March 2026		
Jo Sludds	September 2026		

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead(s)	N/A – use AMVC contacts when necessary		
Deputy Designated Safeguarding Lead(s)	N/A		
Contingency arrangements for DSL	N/A		
Link Governor for Safeguarding	N/A		
Prevent Lead	N/A		
Online Safety Lead	N/A		
Online reporting system	N/A		
Policy Links	Link		
Link to Online Safety Policy	E-Safety Policy MAT		
Link to Behaviour Policy	N/A		
Safer Recruitment Training			
Name(s)	Latest Refresher Date		
Henry Sauntson	September 2026		
Lisa Hilliam	September 2026		
Deb Wilding	September 2026		
Dominique Norris	September 2026		
Sarah Granville	September 2026		

Appendix C – Four Cs Trust Guidance: Safeguarding Responsibilities and Common Pitfalls when using Alternative Provision



Four Cs MAT Guidance: Safeguarding Responsibilities and Common Pitfalls When Using Alternative Provision (AP)

When a pupil attends Alternative Provision, **the responsibility for safeguarding does not transfer to the provider**. As a school within the Four Cs MAT, you continue to hold full safeguarding responsibility for every pupil, regardless of where they are educated.

KCSIE is explicit:

"Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil."

The pupils we place in AP are often some of our most vulnerable young people. That means our vigilance, communication and oversight must be stronger, not weaker, when they are off-site. DfE guidance also makes clear that pupils should remain **dual-registered**, even if they attend AP for the majority of their timetable.

What must Four Cs schools do to ensure pupils in AP are safe?

KCSIE sets out a core requirement:

1. Obtain written confirmation of safeguarding checks.

Schools must receive **direct written confirmation** from the AP that all required staff checks have been completed.

These should match the checks you expect on your own SCR - including **Enhanced DBS with Barred List** where appropriate.

This confirmation **must be obtained before a pupil starts**.

If a provider refuses, delays or cannot evidence these checks, consider very carefully whether they can safeguard your pupil effectively.

Additional Four Cs MAT Best Practice

2. Visit the provision and complete a safeguarding quality assurance check.

A paper confirmation is not enough. Schools should visit the AP to review:

- Registration status (and whether it *should* be registered)
- Child Protection and Safeguarding policy
- Health & Safety arrangements, particularly where activities involve risk (e.g., garages, workshops, sports)

3. Agree a clear attendance policy.

You must know the pupil's location every day.

Have an agreed process for non-attendance, mirrored both by the school and the AP, with rapid escalation.

4. Establish a communication and contact plan.

Agree:

- How often the school will visit the pupil
- How communication will be maintained with the provider
- Who is responsible for contacting parents/carers and overseeing updates

Common Mistakes Schools Make When Using AP

Ofsted reports highlight four recurring weaknesses:

1. **Insufficient safeguarding checks on providers**
2. **Weak or unclear attendance procedures**
3. **Poor monitoring of pupils once placed**
4. **Inadequate risk assessments for higher-risk environments**

If you are ever unsure, contact your **Designated Safeguarding Lead** or **MAT safeguarding partner** for support and guidance.



Five Key Takeaways for Four Cs Schools Using Alternative Provision

1. You remain responsible. Always.

Safeguarding responsibility for pupils in AP sits with the school—not the provider.

Keep your records up to date: know which pupils attend AP, where they go, and confirm checks regularly.

2. One vulnerable pupil at AP matters as much as 1,000 pupils on site.

A school can be judged 'not effective' in safeguarding solely due to failures around AP.

AP pupils must never be "out of sight, out of mind".

3. Do not rely on someone else's assurance.

Carry out your own due diligence.

Request written confirmation, visit the site, check policies, and ask questions.

Approved lists can be out of date—trust but verify.

4. Review part-time timetables with caution.

These should be used only in exceptional circumstances.

Ensure they are risk-assessed, monitored and regularly reviewed to move pupils back to full-time education as soon as appropriate.

5. AP can be transformative—when used well.

Alternative Provision, when chosen wisely and monitored effectively, can be life-changing for pupils.

Following the Four Cs best practice approach ensures AP is a **safe, purposeful and positive** intervention.



Name of AP:		
Duty:	Actions:	Date achieved:
1. Written confirmation of checks. Ensure that this written confirmation is saved in a location accessible to relevant members of staff.	Request written confirmation from contact at AP.	
2. Physically visiting the provision and conducting your own safeguarding quality assurance process At the very least, check its registration status (and whether it needs to be registered), its Child Protection policy and assessments of hazardous activity that the pupil may potentially be involved in	Visit the AP provider	
3. Agree an attendance policy. You should know the location of your pupil every single day and have an agreed, established procedure to follow if the pupil does not attend the AP as expected.	Attendance plan	
4. Establish a contact plan. Outline when you will visit the pupil at the AP, how you will keep in touch with the provider and who will oversee contact with the child's parents or carers.	Contact plan:	
Any other information?		