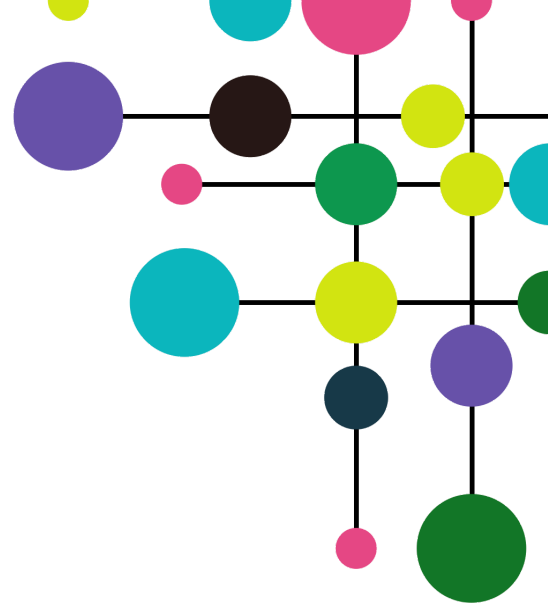
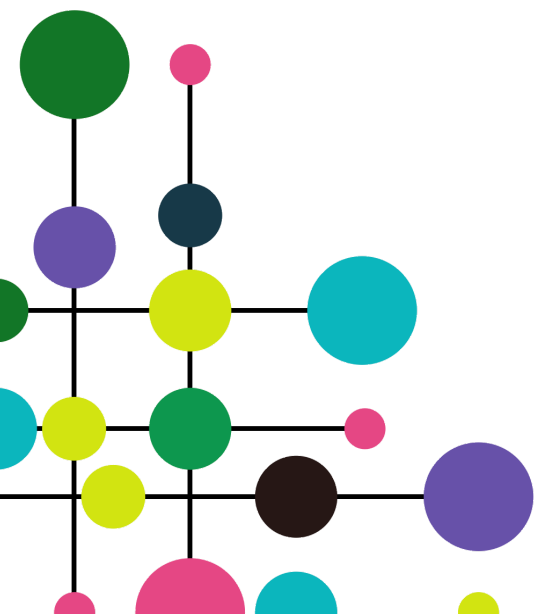




SAFEGUARDING POLICY

MAT Version	1.0
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Contents

Safeguarding essentials	4
Mandatory safeguarding reading	4
Internal safeguarding directory	4
External statutory referral gateways	5
Statutory framework	5
Purpose of this policy	5
Safeguarding ethos, principles and responsibilities	6
Our Safeguarding ethos	6
Safeguarding Principles	6
Everyone's Responsibility	6
Professional curiosity	7
Trusted relationships	7
Early identification and family help	7
The role of the Designated Safeguarding Lead (DSL)	8
Safeguarding training	8
Responding to safeguarding concerns	8
Recognising safeguarding concerns	8
If you have a safeguarding concern	9
Responding to a disclosure	9
Professional judgement and escalation	9
Family Help and early intervention	9
Working with parents and carers	10
Recording safeguarding concerns	10
CPOMS expectations	10
Confidentiality and information sharing	11
Record retention and transfer	11
Safeguarding in the Early Years	11
Safeguarding in the Early Years	11
Paediatric First Aid	11
Mealtimes and eating safely	12
Safe Sleep (Brambles Nursery)	12
Early identification	12
Recognising abuse, online safety and child-on-child abuse	12
Recognising abuse	13
Specific safeguarding issues	13
Online safety	13
Artificial Intelligence (AI)	14
Child-on-child abuse (including harassment and violence)	14
Responding to child-on-child abuse	14
Nudes and semi-nudes, including where generated by AI	15
Attendance, vulnerable children and contextual safeguarding	15

Attendance and Children Missing Education	15
Children at increased risk	15
Children with SEND	16
Children with a Social Worker	16
Contextual safeguarding	16
Gender questioning	16
Prevent Duty	17
Mobile phones and wearable devices	17
Safer recruitment, allegations and low-level concerns	17
Safer recruitment	17
Allegations against staff	17
Low-level concerns	18
Professional conduct	18
Whistleblowing	18
Use of school premises	18
Shared spaces	19
Dedicated toilet facilities	19
Overnight and trip accommodation	19
Governance, quality assurance and policy review	20
Governance and oversight	20
Monitoring and quality assurance	20
Multi-agency working	20
Linked policies	21

Safeguarding essentials

Safeguarding and promoting the welfare of children is everyone's responsibility.

Every adult working in our Trust has a duty to protect children from harm, identify concerns at the earliest opportunity and take appropriate action. No member of staff should ever assume that somebody else will report a concern.

Every member of staff should remember:

- The welfare of the child is paramount.
- Maintain an attitude of "it could happen here."
- Be professionally curious. Ask yourself, "What am I missing?"
- Build trusted relationships with children so they know they can talk to you.
- Children may not recognise abuse, may not feel ready to disclose it, or may not know how to ask for help.
- Never promise to keep a disclosure secret.
- Record safeguarding concerns promptly on CPOMS using factual, accurate information.
- Share concerns with the Designated Safeguarding Lead (DSL) immediately.
- If you believe a child is at immediate risk of harm, take action without delay.
- If in doubt, always seek advice from the DSL.

Safeguarding is not the responsibility of one person or one team. It is the responsibility of every adult working within Robin Hood Multi Academy Trust.

Mandatory safeguarding reading

All staff must read and understand this policy together with the relevant sections of Keeping Children Safe in Education (KCSIE) 2026. The minimum reading requirements are:

Staff group	Reading required
All staff, including volunteers	KCSIE Part One and this policy
Governors and Trustees	KCSIE Part Two
Designated Safeguarding Lead and Deputy DSLs	The full KCSIE guidance, including all Annexes

All staff will confirm, at induction and at least annually thereafter, that they have read, understood and will follow this policy and the relevant sections of KCSIE.

Internal safeguarding directory

Role	Name	Contact details
Designated Safeguarding Lead	Carol Elsmore	celsmore@broadmeadowschool.co.uk
Headteacher	Kevin Medway	kmedway@broadmeadowschool.co.uk

Designated Teacher for Looked After Children	Carol Elsmore	celsmore@broadmeadowschool.co.uk
Designated Prevent Lead	Carol Elsmore	celsmore@broadmeadowschool.co.uk
Designated Operation Encompass Lead	Carol Elsmore	celsmore@broadmeadowschool.co.uk
Trust Safeguarding Lead	Chris Heath	cheath@robinhoodmat.co.uk
Lead Governor for Safeguarding	Denise Latham	dlatham@broadmeadowschool.co.uk

External statutory referral gateways

Key External Contacts	
Police	https://www.westmidlands.police.uk/area/your-area/west-midlands/birmingham/kings-norton/contact-us/top-reported-crimes-in-this-area
Local Authority Childrens' Social Care	0121 303 1888 CASS@birminghamchildrenstrust.co.uk
Local Authority Designated Officer (LADO)	0121 675 1669 ladoteam@birminghamchildrenstrust.co.uk
Local Area Safeguarding Partnership website	https://lscpbirmingham.org.uk/
Channel/Prevent Lead	waqar.ahmed@birmingham.gov.uk
NSPCC	0800 028 0285 help@nspcc.org.uk

Statutory framework

This policy has been developed in accordance with the following legislation and statutory guidance:

Core statutory guidance

- [Keeping Children Safe in Education \(2026\)](#)
- [Working Together to Safeguard Children](#)
- Children Act 1989
- Children Act 2004

Where relevant, this policy should also be read alongside:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Working Together to Improve School Attendance
- Suspension and Permanent Exclusion Guidance
- Filtering and Monitoring Standards for Schools and Colleges
- Information Sharing Advice for Practitioners
- UK GDPR, the Data Protection Act 2018 and the Data (Use and Access) Act 2025.

Purpose of this policy

This policy sets out how Robin Hood Multi Academy Trust safeguards and promotes the welfare of children. It applies to every adult working within the Trust, including employees, governors, trustees, volunteers, contractors, supply staff and anyone working on behalf of the Trust.

The policy should be read alongside each school's local safeguarding procedures and the Trust's related safeguarding policies.

It does not replace professional judgement.

Staff should always discuss safeguarding concerns with the DSL. If a child is at immediate risk of harm, staff should act without delay.

Safeguarding ethos, principles and responsibilities

Effective safeguarding depends on creating a culture where every adult understands their responsibility, remains professionally curious and acts promptly when concerns arise. Children rarely disclose abuse in a clear or straightforward way. Often, safeguarding concerns emerge gradually through changes in behaviour, presentation or attendance. Early identification and timely action help ensure that children receive the right help at the right time.

Our Safeguarding ethos

Robin Hood Multi Academy Trust is committed to safeguarding and promoting the welfare of every child. We believe that every child has the right to feel safe, be heard and achieve their full potential. Safeguarding is central to everything we do and underpins every aspect of school life.

We recognise that schools play a unique role in identifying concerns early, building trusted relationships with children and working with families and partner agencies to keep children safe. The welfare of the child is always our paramount consideration.

Safeguarding Principles

Our Trust is committed to ensuring that:

- safeguarding is everyone's responsibility;
- all children are treated with dignity, respect and compassion;
- children are listened to and their wishes and feelings are taken seriously;
- concerns are identified early and acted upon without delay;
- children receive the right help at the right time through school support, Family Help or statutory intervention where appropriate;
- staff work openly and collaboratively with parents and carers wherever it is safe to do so;
- safeguarding practice is child-centred and informed by the best interests of the child;
- safeguarding arrangements are regularly reviewed to ensure they remain effective.

Everyone's Responsibility

Every adult working within the Trust has a responsibility to safeguard children. This includes teachers, leaders, support staff, governors, trustees, volunteers, agency staff, contractors and anyone working on behalf of the Trust.

All staff must:

- maintain an attitude of "it could happen here";
- know how to recognise indicators of abuse, neglect and exploitation;
- be professionally curious;
- build positive, trusted relationships with children;
- act immediately if they have a safeguarding concern;
- record concerns promptly and accurately;
- share concerns with the DSL;
- contribute to multi-agency working when required;
- undertake safeguarding training appropriate to their role.

The DSL has lead responsibility for safeguarding and child protection, which cannot be delegated. The Headteacher remains responsible for the overall leadership of the school and for managing allegations against staff in accordance with statutory guidance.

Professional curiosity

Professional curiosity is essential to effective safeguarding. Staff should remain alert to signs that something may be wrong, ask appropriate questions and consider whether there may be underlying concerns that are not immediately obvious.

Professional curiosity means asking "What am I missing?". Staff should not accept the first explanation without considering whether there may be additional information, patterns or behaviours that suggest a child requires help or protection. Professional curiosity should always be exercised respectfully, proportionately and in the best interests of the child.

Trusted relationships

Children are more likely to share concerns when they have positive, trusted relationships with the adults around them. Staff should seek to build relationships that help children feel safe, valued and listened to.

Children may:

- not recognise that they are being abused;
- feel ashamed, embarrassed or frightened;
- be worried about the consequences of telling someone;
- want to protect the person causing them harm;
- not know how to ask for help.

Staff should never wait for a child to make a disclosure before acting on concerns.

Early identification and family help

Many children and families benefit from support before concerns reach the threshold for statutory intervention. Identifying emerging concerns and sharing them with the DSL at the earliest opportunity helps ensure that children receive the right help at the right time.

Staff are not expected to decide whether a child requires Family Help or Children's Social Care intervention. Their responsibility is to recognise concerns, record them and share them promptly with the DSL. The DSL will consider the most appropriate response, which may include:

- support within school;
- Family Help;
- consultation with Children's Social Care;
- referral to Children's Social Care;
- referral to the Police or other agencies where appropriate.

The role of the Designated Safeguarding Lead (DSL)

Every school has a DSL who takes lead responsibility for safeguarding and child protection. The DSL is supported by appropriately trained Deputy DSLs.

The DSL's responsibilities include:

- providing safeguarding leadership across the school;
- managing referrals to Children's Social Care, the Police and other agencies;
- supporting staff with safeguarding concerns;
- maintaining accurate safeguarding records;
- monitoring the welfare of vulnerable pupils;
- ensuring safeguarding training remains current;
- promoting a strong safeguarding culture across the school;
- working with other agencies to safeguard children.

Further detail regarding the responsibilities of the DSL can be found in Keeping Children Safe in Education, Annex B.

Safeguarding training

All staff will receive safeguarding and child protection training:

- as part of their induction;
- at least annually;
- whenever statutory guidance changes;
- through regular safeguarding updates during the academic year.

Training will include:

- recognising abuse and neglect;
- online safety;
- child-on-child abuse;
- the Prevent Duty;
- professional curiosity;
- local safeguarding procedures;
- record keeping;
- low-level concerns;
- relevant emerging safeguarding issues.

Responding to safeguarding concerns

Children rarely experience abuse or neglect as a single event. Concerns often emerge over time through changes in behaviour, appearance, attendance, presentation or what a child says. Every member of staff

has a responsibility to recognise these signs, act without delay and share concerns with the DSL. Prompt action allows children and families to receive the right support at the right time.

Recognising safeguarding concerns

Safeguarding concerns may arise from a single incident or from a pattern of smaller concerns that, when viewed together, indicate that a child may be at risk.

Staff should remain alert to:

- changes in behaviour, mood or presentation;
- injuries that are unexplained or inconsistent with the explanation given;
- poor attendance or repeated absence;
- changes in appearance or personal care;
- worrying comments, disclosures or online activity;
- concerns raised by parents, carers or other professionals;
- patterns of low-level concerns which, when considered together, indicate increasing vulnerability.

No concern is too small to report, and staff should always maintain an attitude of "it could happen here."

If you have a safeguarding concern

If you are worried about a child:

1. Act immediately.
2. Listen carefully and take the child seriously.
3. Reassure the child that they have done the right thing by speaking to you.
4. Never promise confidentiality. Explain that you will need to share the information with people who can help keep them safe.
5. Make a factual record as soon as possible.
6. Report the concern immediately to the DSL or Deputy DSL.
7. Continue to support the child while maintaining appropriate professional boundaries.

Never assume someone else has reported the concern. If the DSL or Deputy DSL cannot be contacted and you believe a child is at immediate risk of significant harm, contact Children's Social Care or the Police without delay. Inform the DSL as soon as possible afterwards.

Responding to a disclosure

When a child chooses to speak about abuse or neglect, staff should:

- remain calm;
- listen carefully without interrupting;
- allow the child to speak in their own words;
- avoid asking leading questions;
- reassure the child that they have done the right thing;
- explain what will happen next;
- never investigate or attempt to verify the disclosure themselves;
- record the conversation accurately as soon as possible;
- report the concern immediately to the DSL.

Children may disclose abuse gradually or in small pieces over time. Staff should remain patient, supportive and professionally curious.

Professional judgement and escalation

Safeguarding decisions are not always straightforward. Where staff remain concerned that a child is at risk, they should continue to raise those concerns until they are satisfied that appropriate action has been taken. Professional challenge is an important part of effective safeguarding practice. Staff should never allow uncertainty, lack of evidence or fear of being wrong to prevent them from reporting concerns.

Family Help and early intervention

Many children and families benefit from support before statutory intervention becomes necessary. Where concerns emerge, the DSL will consider whether the child and family would benefit from Family Help. This provides a coordinated approach to identifying needs early and ensuring that children and families receive the right support at the right time. This may include universal services, targeted early help and multi-agency support, depending on the child's circumstances.

Staff are not expected to determine thresholds for intervention. Their responsibility is to identify concerns early and share them promptly with the DSL.

Working with parents and carers

Robin Hood Multi Academy Trust believes that positive relationships with parents and carers are fundamental to safeguarding children. Where appropriate, schools will work openly and honestly with families, offering support and explaining the reasons for any safeguarding action.

However, parental consent is not always required before making a safeguarding referral. Parents will normally be informed that a referral is being made unless doing so would:

- place the child or another person at increased risk of harm;
- prejudice a police investigation;
- compromise a Children's Social Care assessment;
- lead to the destruction of evidence.

Where there is any doubt, the DSL will seek advice from Children's Social Care before informing parents.

Recording safeguarding concerns

Accurate record keeping is essential to effective safeguarding. All safeguarding concerns, discussions, decisions, actions taken and the rationale for those decisions must be recorded.

Staff must:

- record concerns as soon as possible after they arise and, wherever practicable, before the end of the working day;
- use CPOMS to record safeguarding concerns;
- distinguish clearly between fact, observation, opinion and professional judgement;
- use the child's own words wherever possible;
- avoid speculation or personal assumptions;
- sign and date all records.

Where a concern is discussed but does not result in an immediate referral, the DSL should record the reasons for that decision together with any support or monitoring arrangements.

CPOMS expectations

CPOMS is the Trust's secure safeguarding recording system. It provides a chronological record of safeguarding concerns and enables information to be shared appropriately between safeguarding professionals.

Staff should ensure that records are:

- factual;
- concise;
- timely;
- child-centred;
- professionally written.

CPOMS records form part of the school's safeguarding record and may be shared with Children's Social Care, the Police or other safeguarding agencies where appropriate.

Confidentiality and information sharing

Safeguarding information should only be shared with those who need to know in order to protect a child. Staff should never discuss safeguarding concerns casually with colleagues or outside professional contexts. Information should be shared lawfully, proportionately and in accordance with statutory guidance. Fears about sharing information must never prevent staff from taking action to safeguard a child.

Record retention and transfer

Safeguarding records form part of a child's educational record and will be retained and transferred securely in accordance with statutory guidance and the Trust's Data Protection and Records Management policies.

When a child transfers to another school:

- safeguarding records will be transferred securely and separately from the main pupil file;
- receipt of records will be confirmed;
- the DSL will consider whether direct contact with the receiving DSL is appropriate to ensure continuity of support.

Safeguarding in the Early Years

Children in the Early Years are particularly vulnerable because of their age, stage of development and dependence on adults to keep them safe. Effective safeguarding in the Early Years relies on close supervision, safe care practices, strong relationships with families and prompt action where concerns arise.

All staff working with children from birth to the end of Reception must comply with the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) Statutory Framework in addition to this policy.

Safeguarding in the Early Years

Early Years staff have the same safeguarding responsibilities as all other staff within the Trust.

In addition, they must ensure that:

- children are cared for in a safe, secure and nurturing environment;
- statutory staff-to-child ratios are maintained;
- children are supervised appropriately at all times;

- safeguarding concerns are reported immediately;
- intimate care is undertaken safely and respectfully;
- all accidents, injuries and safeguarding concerns are recorded appropriately.

Paediatric First Aid

The Trust will ensure that:

- at least one member of staff holding a current Paediatric First Aid (PFA) certificate is available whenever Early Years children are on site;
- an appropriately qualified member of staff accompanies children on educational visits where required by the EYFS Framework;
- newly qualified Early Years staff obtain Paediatric First Aid qualifications within the statutory timescales where applicable.

Mealtimes and eating safely

Mealtimes provide valuable opportunities for learning and social interaction but also require effective supervision.

Staff will ensure that:

- children remain appropriately supervised throughout mealtimes;
- children are seated safely;
- food is prepared and served in accordance with current choking prevention guidance;
- known allergies, dietary needs and medical plans are followed at all times;
- staff remain alert to signs of choking or allergic reaction.

Any choking incident requiring staff intervention must be recorded and shared with parents. Repeated incidents will be reviewed by the DSL to identify any emerging concerns or additional support needs.

Safe Sleep (Brambles Nursery)

Safe sleep arrangements are based upon current NHS guidance and recognised safe sleeping practice.

Staff will ensure that:

- babies are always placed on their backs to sleep unless alternative medical advice has been provided in writing;
- sleeping children are checked at appropriate intervals in accordance with Trust procedures;
- all checks are recorded;
- cots and sleep equipment meet current safety standards;
- sleep environments remain clean, safe and at an appropriate temperature;
- pillows, cot bumpers, loose bedding and soft toys are not used unless clinically required.

Staff will always place the safety and welfare of the child above parental preference where requests conflict with recognised safe sleeping guidance.

Early identification

Because young children may not be able to communicate concerns verbally, Early Years staff should remain particularly alert to:

- changes in behaviour;
- injuries or marks;
- developmental regression;
- changes in eating or sleeping patterns;

- poor hygiene;
- changes in family presentation;
- repeated unexplained absences.

Professional curiosity is particularly important within the Early Years.

Recognising abuse, online safety and child-on-child abuse

Abuse, neglect and exploitation can affect any child, regardless of their age, gender, ethnicity, disability or family circumstances. Safeguarding concerns rarely exist in isolation. Children may experience multiple forms of abuse at the same time, both within and outside the home. Staff should remain alert to patterns of concern and maintain an attitude of "it could happen here."

Recognising abuse

All staff should be familiar with the four main categories of abuse described within Keeping Children Safe in Education.

- **Physical abuse** involves deliberately causing physical harm to a child or fabricating or inducing illness.
- **Emotional abuse** is the persistent emotional maltreatment of a child that has severe and lasting adverse effects upon emotional development.
- **Sexual abuse** involves forcing or persuading a child to take part in sexual activities, whether or not the child understands what is happening. Abuse may occur both online and offline.
- **Neglect** is the persistent failure to meet a child's basic physical and emotional needs, resulting in serious impairment of their health or development.

Staff should familiarise themselves with the indicators of abuse described within Part One and Annex A of KCSIE.

Specific safeguarding issues

Staff should also remain alert to wider safeguarding concerns including:

- child criminal exploitation;
- child sexual exploitation;
- county lines;
- domestic abuse;
- serious violence;
- modern slavery;
- female genital mutilation;
- forced marriage;
- honour-based abuse;
- missing education;
- mental health;
- self-harm;
- suicide concerns;
- online abuse;
- radicalisation;
- private fostering;

- homelessness;
- substance misuse.

Online safety

Online safety is an integral part of safeguarding. Children may be exposed to risks through school systems, personal devices or online services outside school.

Staff should understand the four categories of online risk:

- Content – harmful or illegal online material.
- Contact – harmful interactions with others, including grooming and AI-enabled communication.
- Conduct – inappropriate online behaviour, including cyberbullying and sharing explicit images.
- Commerce – financial exploitation, scams and inappropriate commercial content.

The Trust operates age-appropriate filtering and monitoring systems in accordance with Department for Education standards. Arrangements will be reviewed regularly to ensure they remain effective.

Children are taught how to stay safe online through a planned curriculum that develops digital resilience, critical thinking and responsible online behaviour.

Artificial Intelligence (AI)

Artificial intelligence presents both opportunities and safeguarding risks. AI should be considered whenever safeguarding concerns involve online activity, particularly where there is evidence of impersonation, deepfakes or AI-generated intimate images or grooming.

Emerging technologies should be considered whenever safeguarding concerns involve online activity.

Child-on-child abuse (including harassment and violence)

The Trust has a zero-tolerance approach to child-on-child abuse, and all concerns should be taken seriously, recorded and reported to the DSL.

Child-on-child abuse may include:

- bullying (including prejudice-based bullying)
- physical abuse
- sexual violence
- sexual harassment
- harmful sexual behaviour
- abuse within intimate personal relationships
- initiation or hazing-type behaviours
- online abuse

Staff should never dismiss abusive behaviour as:

- banter
- part of growing up
- boys being boys
- harmless teasing

Responding to child-on-child abuse

The welfare of the child who has experienced harm will always be the Trust's first priority.

Staff should:

- respond immediately;
- reassure the child;
- avoid making assumptions;
- record concerns promptly;
- protect all children involved;
- seek advice from the DSL.

Children displaying harmful sexual behaviour should also be viewed as children who may themselves have experienced abuse or trauma and may require support as well as appropriate sanctions.

The school will work closely with external agencies where required and will balance safeguarding, education and behaviour management when determining appropriate outcomes.

Nudes and semi-nudes, including where generated by AI

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'. Staff must never:

- view;
- copy;
- print;
- forward;
- save;
- delete

indecent images of anyone under the age of 18 unless specifically directed to do so by the Police or other authorised agency. Any incident involving the sharing of nudes or semi-nudes will be managed in accordance with national guidance and reported immediately to the DSL.

Attendance, vulnerable children and contextual safeguarding

Some children face increased vulnerability because of their personal circumstances, experiences or additional needs. Schools play a vital role in recognising these vulnerabilities, monitoring children's welfare and ensuring that support is provided at the earliest opportunity.

Attendance and Children Missing Education

Good attendance is an important protective factor for children. Poor attendance, persistent absence and children missing education (CME) may indicate that a child is at increased risk of abuse, neglect, exploitation or other safeguarding concerns.

Schools will:

- monitor attendance closely;
- identify patterns and emerging concerns;
- work with families to improve attendance wherever possible;
- make reasonable enquiries where children are absent unexpectedly;
- follow statutory guidance when removing a child from roll;
- notify the Local Authority where required.

Attendance concerns should always be considered alongside any wider safeguarding information held about the child.

Children at increased risk

Some children have an increased likelihood of experiencing abuse, neglect or exploitation.

This includes, but is not limited to:

- children with a social worker;
- children in need;
- children subject to child protection plans;
- looked after children;
- previously looked after children;
- children with SEND;
- young carers;
- children who are persistently absent;
- children who are privately fostered;
- children affected by domestic abuse;
- children experiencing mental ill health;
- children at risk of exploitation or serious violence.

These children should receive appropriate support and monitoring according to their individual needs.

Children with SEND

Children with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges. Staff should recognise that:

- communication difficulties may affect how concerns are expressed;
- behavioural changes should not automatically be attributed to a child's disability;
- children with SEND may be more vulnerable to bullying, abuse and exploitation.

Safeguarding practice should be adapted where necessary to ensure children with SEND are able to communicate concerns and access appropriate support. The DSL and SENCO will work closely together to ensure safeguarding arrangements meet the needs of these children.

Children with a Social Worker

Children who have or have previously had a social worker may experience increased vulnerability. The DSL will ensure that appropriate support, monitoring and information sharing are in place to promote educational outcomes and safeguard the child's welfare, in partnership with Children's Social Care, Virtual School Heads and other agencies.

Contextual safeguarding

Safeguarding concerns may occur outside the family home.

Children may experience harm within:

- the community;
- peer groups;
- online environments;
- public spaces;
- transport;
- extracurricular activities.

Schools will consider the wider context of safeguarding concerns and work with partner agencies where risks extend beyond the school environment.

Gender questioning

Schools should take a cautious and child-centered approach when responding to requests from children regarding their gender identity. In line with the guidance in Part 2 of KCSIE 2026 (points 252-282), schools must prioritise the safety and wellbeing of the child, maintain a focus on their wider safeguarding needs, and work closely with parents and carers.

Staff should exercise professional curiosity and ensure that any response to a child's questioning of their gender considers the child's best interests, developmental stage, and any potential underlying safeguarding concerns. Decisions must be made on a case-by-case basis, maintaining the school's duty to safeguard all pupils.

Prevent Duty

The Trust is committed to protecting children from radicalisation and extremism. Staff should remain alert to behaviours or circumstances that may indicate a child is vulnerable to radicalisation, and any concerns should be reported to the DSL immediately.

Where appropriate, referrals will be made to Children's Social Care, Prevent or the Channel Programme.

Schools will maintain an up-to-date Prevent Risk Assessment and ensure staff receive appropriate Prevent training.

Mobile phones and wearable devices

The Trust recognises that mobile phones and personal devices can present safeguarding risks. Schools will implement clear expectations regarding the use of mobile phones by pupils and staff in accordance with Trust policies and DfE guidance.

Wearable devices, such as smartwatches, smart glasses, AI-enabled pins, and connected audio devices (e.g., AirPods), can present significant safeguarding, privacy, and data protection risks. While these devices have legitimate uses, their ability to capture, transmit, and record data covertly creates potential vulnerabilities within the school environment.

To protect the safety, privacy, and data rights of our pupils and staff, we enforce the following:

- Wearable technology must not be used to capture images, video, or audio recordings of pupils or staff without explicit, authorised consent.
- Live-streaming or real-time broadcasting features on wearable devices are strictly prohibited on school premises.
- The unauthorised capture and storage of biometric, audio, or visual data on personal devices may constitute a breach of UK GDPR and the Data Protection Act 2018.

Staff and visitors are responsible for ensuring that any wearable devices brought onto school premises are used in compliance with this policy. Failure to adhere to these standards may result in the device being confiscated or a review of access permissions.

Safer recruitment, allegations and low-level concerns

Creating a safe culture depends upon recruiting suitable adults, maintaining clear professional boundaries and responding promptly whenever concerns arise about the behaviour of adults working with children. Safeguarding children includes safeguarding them from unsuitable adults.

Safer recruitment

Robin Hood Multi Academy Trust is committed to safer recruitment practices that help deter, identify and reject unsuitable applicants. Recruitment procedures will be carried out in accordance with Part Three of Keeping Children Safe in Education and the MAT Safeguarding policy.

Each school will maintain an accurate Single Central Record (SCR).

Allegations against staff

Any allegation that an adult working in or on behalf of the Trust has:

- behaved in a way that has harmed a child or may have harmed a child;
- committed a criminal offence against a child;
- behaved towards a child in a way that indicates they may pose a risk of harm; or
- behaved in a way that may indicate they are unsuitable to work with children,

must be reported immediately to the Headteacher (or Trust Head of Safeguarding/CEO where the allegation concerns the Headteacher).

Actions will be taken in line with the Allegations of Abuse Against Staff policy.

Low-level concerns

The Trust encourages an open and transparent safeguarding culture where concerns about adult behaviour can be raised promptly. A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the Trust may have acted in a way that:

- is inconsistent with the Staff Code of Conduct;
- causes a sense of unease or a nagging doubt; or
- may not meet the harm threshold but requires discussion or monitoring.

Low-level concerns should be reported to the Headteacher without delay, either directly or through the shared link within the Staff Code of Conduct.

Actions will be taken in line with the Allegations of Abuse Against Staff policy and Staff Code of Conduct.

Professional conduct

All adults working within the Trust are expected to maintain professional boundaries at all times.

Staff should:

- act as positive role models;
- maintain appropriate relationships with pupils;
- follow the Staff Code of Conduct;
- use social media responsibly;
- maintain professional curiosity;

- report concerns about colleagues where appropriate.

Whistleblowing

Where staff believe safeguarding concerns are not being addressed appropriately, they should follow the Trust's Whistleblowing Policy.

Staff may also seek advice from external agencies, including the NSPCC Whistleblowing Advice Line. No member of staff will suffer detriment for raising genuine safeguarding concerns in good faith.

Use of school premises

Where school premises are hired or used by external organisations, the Trust will seek assurance that appropriate safeguarding arrangements are in place. Written agreements will clearly set out safeguarding expectations and responsibilities.

Where safeguarding concerns arise during activities delivered by external providers, the school will take appropriate action in accordance with this policy.

Shared spaces

Managing our school buildings safely is about much more than brick and mortar; it is a fundamental part of our daily duty of care. Within Robin Hood Multi Academy Trust, our protocols surrounding toilets, changing rooms, and shared overnight spaces are designed with one core purpose: to protect the privacy, dignity, comfort, and safety of every single child in our care.

We recognise that these private spaces are areas where children can feel uniquely vulnerable. Therefore, while our schools will always listen to and support individual children with care and empathy, we have a non-negotiable duty to maintain distinct, biological single-sex spaces across our academies. This approach ensures we strictly fulfill our safeguarding obligations, respect the boundaries of the wider student body, and comply fully with UK premises legislation. The boundaries below outline exactly how we maintain these secure environments day-to-day.

Dedicated toilet facilities

Schools must not allow children into toilets designated for the opposite biological sex. This absolute restriction remains in place when schools are actively responding to a request to support any degree of social transition for gender-questioning children.

The school must provide completely separate toilet blocks for boys and girls aged 8 and over to comply with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014.

The only exception to separate block provision is individual toilets located within a fully self-contained room that can be locked from the inside and is intended for use by one single pupil at a time.

If a pupil does not want to use the toilet designated for their biological sex, the school will consider providing an alternative toilet facility, such as a self-contained individual toilet. These alternative individual arrangements will only be granted if they can be delivered without compromising the baseline provision or integrity of single-sex facilities.

Any alternative toilet adjustments must never compromise the safety, comfort, privacy, or dignity of the individual child or of other children in the school.

Overnight and trip accommodation

To comply with absolute statutory safeguarding duties, the school must not allow a child to share overnight accommodation with a child of the opposite biological sex under any circumstances.

When planning and allocating sleeping arrangements, including standard dormitories, shared hotel rooms, or tents on school or residential trips, the school must map allocations having direct regard to its duties under the Equality Act, statutory safeguarding obligations, and specific residential standards. Responding to a request to support any degree of a pupil's social transition must never include allowing that child access to boarding or residential accommodation designated for the opposite biological sex.

All authorised off-site rooming plans must mirror and maintain active compliance with the National Minimum Standards for boarding schools and residential special schools where applicable

Governance, quality assurance and policy review

Effective safeguarding depends upon strong leadership, robust governance and a culture of continuous improvement. Trustees, governors and school leaders share responsibility for ensuring that safeguarding arrangements remain effective, compliant and centred on the welfare of children.

Governance and oversight

Robin Hood Multi Academy Trust recognises that safeguarding is a strategic leadership responsibility. Trustees, governors and school leaders will work together to ensure that safeguarding arrangements are effective, appropriately resourced and subject to regular review.

Governance arrangements will include:

- monitoring safeguarding practice across the Trust;
- seeking assurance that statutory duties are being met;
- reviewing safeguarding data, trends and themes;
- ensuring appropriate challenge and support for school leaders;
- monitoring the effectiveness of safeguarding training;
- receiving assurance regarding safer recruitment and the Single Central Record;
- reviewing lessons learned from safeguarding audits, inspections and safeguarding practice reviews.

Safeguarding will remain a standing item within governance arrangements throughout the academic year.

Monitoring and quality assurance

The Trust is committed to continually improving safeguarding practice.

Quality assurance activities may include:

- safeguarding audits;
- CPOMS audits;
- safeguarding supervision and case reviews;
- learning walks;
- pupil voice activities;
- attendance and behaviour analysis;
- scrutiny of safeguarding records;
- governor safeguarding visits;
- external safeguarding reviews where appropriate.

Findings will be used to strengthen safeguarding practice and inform future training and policy development.

Multi-agency working

Safeguarding is most effective when agencies work together.

The Trust will work collaboratively with:

- Children's Social Care;
- Police;
- Health services;
- Education services;
- Family Help services;
- Virtual School Heads;
- Youth Justice and other relevant partners.

Staff will contribute to multi-agency meetings, share information appropriately and support agreed safeguarding plans.

Linked policies

This policy should be read alongside the Trust's related safeguarding policies and procedures, including:

- Staff Code of Conduct
- Behaviour Policy
- Online Safety Policy
- Attendance Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- No Platform For Extremism Policy
- Positive Handline Policy
- Powers of Search Policy
- Staff Disciplinary Procedures
- Relationships, Sex and Health Education (RSHE) Policy
- Health and Safety Policy
- Educational Visits Policy
- Intimate Care Policy
- Data Protection Policy
- Filtering and Monitoring Standards
- Children Missing Education Procedures