

Whole School Child Protection Policy

The Flying High Academy Ladybrook



September 2026

Headteacher	Evie Scarborough – evie.scarborough@ladybrookfha.org
Senior Leader(s) available for contact in the absence of DSLs	Kelly Rose – Kelly.rose@ladybrookfha.org Lorraine Broadley – lorraine.broadley@ladybrookfha.org Georgia Archer – garcher@ladybrookfha.org Emma Gerrard- emma.gerrard@ladybrookfha.org
Designated Safeguarding Lead	Evie Scarborough – evie.scarborough@ladybrookfha.org
Deputy Designated Safeguarding Lead	Georgia Archer – garcher@ladybrookfha.org Kelly Rose – Kelly.rose@ladybrookfha.org Emma Gerrard- emma.gerrard@ladybrookfha.org
Additional Safeguarding Leads	Lorraine Broadley – lorraine.broadley@ladybrookfha.org Laura Newton – laura.newton@ladybrookfha.org Jane Adams – jane.adams@ladybrookfha.org Clare Wall – clare.wall@ladybrookfha.org
Designated Teacher for Children in Care	Kelly Rose – Kelly.rose@ladybrookfha.org
Safeguarding Governor/Trustee	Richard Smith - richard.smith@ladybrookfha.org
FHP SAFEGUARDING LEAD (Schools)	Kim Tucker 01623 460664
FHP Inclusion Lead (Schools)	Grant Worthington – 0115 9891915
FHP Whistleblowing Officer	Paul Goodman – 0115 9891915
FHP Trustee for Safeguarding	Ann Cruickshank – 0115 9891915
Local Authority Safeguarding Children in Education Officer	Zain Iqbal - SCIEO@nottsc.gov.uk
Local Authority Designated Officer	LADO@nottsc.gov.uk - 0115 804 1272
Policy approved by the Governing Body	DATE RATIFIED

Policy published by the school	September 2026
Date for Review	September 2027

Table of Contents

A. Policy Purpose, Scope and Safeguarding Ethos

Purpose and scope, safeguarding ethos and commitment, reporting systems for children, related policies and procedures, review, approval and public availability.

B. Statutory and Local Safeguarding Framework

Statutory guidance, legal responsibilities, Nottinghamshire safeguarding arrangements, local thresholds and referral pathways.

C. Safeguarding Leadership, Governance and Responsibilities

Governing body, trust board or proprietor, Headteacher or Principal, Designated Safeguarding Lead, deputy DSLs and safeguarding cover, Designated Teacher, responsibilities of all staff, multi-agency working.

D. Recognising, Reporting and Recording Concerns

Recognising concerns, responding to disclosures, reporting concerns, immediate danger and referrals, recording decisions and actions, confidentiality and information sharing, referral feedback and escalation, transfer of child protection records, support following a concern.

E. Early Support, Family Help and Child Protection

Continuum of help and protection, pastoral and community-based support, Early Help and Family Help, consent and working with families, Family Help assessments and plans, family networks and family group decision-making, children in need, child protection, Operation Encompass, multi-agency plans and review.

F. Children Who May Be at Greater Risk of Harm

SEND, disabilities and health conditions, children with a social worker, looked-after and previously looked-after children, kinship care and private fostering, young carers, children absent from education, alternative provision, domestic abuse, mental health, self-harm and suicide risk, exploitation, modern slavery and serious violence, protected characteristics, children questioning their gender, individual support and review.

G. Contextual Safeguarding and Extra-Familial Harm

Contextual and extra-familial harm, recognising contextual concerns, local safeguarding context, responding to extra-familial harm, professional curiosity and inclusive practice, working with children, families and safeguarding partners, review of contextual safeguarding arrangements.

H. Child-on-Child Abuse and Harmful Sexual Behaviour

Forms of child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence, nudes and semi-nudes, prevention and education, reporting, initial safeguarding response, risk and needs assessment, support, parents and carers, recording and confidentiality, review and learning.

I. Online Safety

Areas of online risk, whole-school approach, filtering and monitoring, review of filtering and monitoring, generative artificial intelligence, mobile phones and smart technology, cybersecurity and information security, staff responsibilities, online safety education, working with parents and carers, remote education, reporting and reviewing online concerns.

J. Safeguarding and Preventative Education

Whole-school approach, curriculum content, local and emerging safeguarding risks, accessibility and inclusion, safe delivery, empowering children to seek help, working with parents and carers, staff responsibilities, review and evaluation.

K. Concerns and Allegations About Adults

Harm-threshold allegations, reporting allegations, initial response and case management, supply staff, contractors and trainee teachers, suspension and alternative arrangements, supporting children and adults, confidentiality, outcomes and record keeping, DBS and Teaching Regulation Agency referrals, low-level concerns, reporting and responding to low-level concerns, whistleblowing, learning lessons.

L. Safer Working Arrangements

Safer recruitment, Single Central Record, ongoing suitability, regulated activity and volunteers, supply and agency staff and trainee teachers, contractors and self-employed individuals, visitors and visiting professionals, external providers and use of premises, educational visits, homestays and residential arrangements, reasonable force and restrictive interventions, alternative provision, safeguarding briefing and conduct.

M. Safeguarding Training and Policy Implementation

Safeguarding induction, staff training and updates, DSL and deputy DSL training, governor and trustee training, training records and evaluation, monitoring implementation.

Section A - Policy Purpose, Scope and Safeguarding Ethos

The purpose of this policy is to explain how The Flying High Academy Ladybrook safeguards and promotes the welfare of children, protects them from harm and responds to safeguarding and child protection concerns.

This policy applies to all staff, supply staff, trainee teachers, governors, volunteers and contractors. Visitors and external providers are expected to follow the safeguarding arrangements relevant to their role while on the premises or working with children on behalf of our school.

This policy is informed by [Keeping Children Safe in Education 2026](#), [Working Together to Safeguard Children 2026](#), [Nottinghamshire Safeguarding Children Partnership procedures](#) and other legislation and statutory guidance applicable to our school. It should be read alongside the related policies and procedures identified below.

Safeguarding Ethos and Commitment

At The Flying High Academy Ladybrook, safeguarding is rooted in our core value of Care and underpins everything we do. We are committed to creating a safe, inclusive and nurturing environment where every child is known, valued, respected and empowered to thrive.

Safeguarding is everyone's responsibility and is central to leadership, governance, teaching and learning, pastoral care, recruitment, staff conduct and all activities taking place on or away from the school premises. We maintain an attitude of "it could happen here" and promote a culture of vigilance, openness and professional challenge. We promote an inclusive, anti-discriminatory culture in which racism, faith-based prejudice and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

We recognise that children may experience harm within or outside their family, within peer groups, in the community or online. We listen carefully to children and consider their needs, wishes, feelings and lived experiences, including any barriers that may make it more difficult for them to recognise harm, report a concern or access help.

Our whole-school approach includes:

- clear leadership, governance and accountability for safeguarding
- accessible systems for children and adults to report concerns
- prompt reporting, recording, referral and escalation
- safer recruitment and appropriate safeguarding arrangements
- effective staff induction, training and regular safeguarding updates
- appropriate online safety, filtering and monitoring
- preventative safeguarding education and early identification of need
- effective partnership with parents, carers, external agencies and safeguarding partners
- regular review of safeguarding information, patterns, policies and practice
- a strong culture of pupil voice, through which children's experiences and views inform safeguarding practice.

At Ladybrook, children are encouraged and supported to have a voice through Pupil Parliament, School Council, pupil leadership opportunities, pupil questionnaires, class discussions and other

pupil voice activities. Children have access to trusted adults and worry boxes, and safeguarding themes are regularly reinforced through assemblies and the wider curriculum. Our dedicated pastoral team works closely with children, staff, families and external agencies to provide timely and compassionate support.

We use information from pupil voice, safeguarding records, pastoral systems and our ongoing work with children and families to identify concerns, understand children's experiences and adapt our safeguarding provision where necessary.

This commitment reflects our belief that every child has the right to feel safe, be heard and receive appropriate help and protection. Safeguarding at The Flying High Academy Ladybrook is not simply about policy; it is about maintaining a culture in which children are safe, cared for and confident that adults will listen and act.

All staff must understand their safeguarding responsibilities, follow the procedures set out in this policy and report concerns without delay. The absence of the Designated Safeguarding Lead or a Deputy DSL must not prevent or delay appropriate safeguarding action. Government guidance and advice can be found in [What To Do If You're Worried A Child Is Being Abused](#).

Staff responsibilities are set out in Section C: Responsibilities of All Staff, and procedures for reporting concerns are set out in Section D: Reporting Safeguarding Concerns.

Reporting Systems for Children

Children are provided with well-promoted, accessible and age-appropriate ways to share worries and report safeguarding concerns. We ensure that children know who they can speak to, how they can ask for help and that they will be listened to, taken seriously and supported.

Children can raise concerns through a range of routes, including speaking directly to a trusted adult, approaching members of the safeguarding or pastoral team, and using worry boxes available within their classrooms. Opportunities to talk about safety, worries and how to seek help are also embedded through safeguarding assemblies, the curriculum, class discussions and pupil voice activities.

We recognise that some children may find it more difficult to communicate a concern or seek help. Where a child has SEND, communication needs or other additional needs, reporting arrangements will be adapted to meet their individual needs. Staff will use appropriate communication methods, reasonable adjustments and their knowledge of the child to ensure that barriers to reporting are identified and reduced.

Children are helped to understand, in an age-appropriate way, what may happen after they share a concern and that information may need to be shared with other adults in order to keep them or another child safe.

We regularly seek children's views about how safe they feel and whether they know how and where to seek help. This includes pupil questionnaires, Pupil Parliament, School Council, class discussions and other pupil voice opportunities. Feedback is considered by staff and leaders and used to identify emerging concerns and inform safeguarding practice.

Related Policies and Procedures

This policy forms part of the school's wider safeguarding arrangements and should be read alongside other relevant policies and procedures. The following policies contribute to the whole-school approach to safeguarding:

- Staff Code of Conduct
- Relationship and Positive Behaviour Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Acceptable Use Policy
- Mobile Phone Policy
- Filtering and Monitoring Procedures
- Attendance Policy including CME procedures
- SEND Policy
- Medication Policy
- Stress Management Policy
- Recruitment, Induction and Probation Policy
- Low-Level Concerns Procedures
- Whistleblowing Policy
- Data Protection and Information Sharing Policy
- Early Help, Family Help and Pastoral Support Procedures
- Alternative Provision Procedures
- Restrictive Interventions Policy
- Educational Visits and Residential Arrangements
- Visitors and VIPs Procedures and Arrangements
- Relationships, Sex and Health Education Policy

Review, Approval and Public Availability

This policy is reviewed at least annually and updated sooner where required by changes to legislation, statutory or local guidance, our safeguarding arrangements or learning from practice.

The governing body seeks assurance that the policy is understood and effective in practice and does not treat annual review and approval solely as a procedural exercise.

The policy is:

- made available to all staff and included within safeguarding induction
- communicated to staff whenever it is updated
- published on the school's website or made available by other appropriate means
- communicated appropriately to parents and carers

Our school will ensure that superseded versions are removed from staff systems, induction materials and policy collections, while retaining previous versions in accordance with its document-retention arrangements

Section B - Statutory and Local Safeguarding Framework

Our safeguarding arrangements are informed by national legislation, statutory guidance and Nottinghamshire's local multi-agency safeguarding procedures. Together, these establish the responsibilities and standards that we must follow to safeguard and promote the welfare of children.

Statutory Guidance

This policy has been developed with regard to:

- [Keeping Children Safe in Education 2026](#)
- [Working Together to Safeguard Children 2026](#)
- [Working Together to Improve School Attendance](#)
- [What to do if you're worried a child is being abused](#)
- [Early Years Foundation Stage statutory framework](#), where applicable
- other statutory guidance relevant to our school's legal status, age range and provision

Legal Responsibilities

Our safeguarding responsibilities arise from legislation and regulations which include, where applicable:

- the Children Acts 1989 and 2004
- the Education Act 2002
- the Education (Independent School Standards) Regulations 2014
- the Non-Maintained Special Schools (England) Regulations 2015
- the Education and Training (Welfare of Children) Act 2021
- the Childcare Act 2006 and relevant disqualification regulations
- the Counter-Terrorism and Security Act 2015
- the Domestic Abuse Act 2021
- the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- the Human Rights Act 1998 and Equality Act 2010
- legislation concerning specific safeguarding duties, including female genital mutilation

Other legislation and regulations may apply according to our school's legal status and the services it provides. The governing body is responsible for ensuring that our school's safeguarding arrangements comply with the law and have regard to relevant statutory guidance.

Nottinghamshire Safeguarding Arrangements, Local Thresholds and Referrals

At The Flying High Academy Ladybrook, we follow the multi-agency safeguarding arrangements, procedures and guidance published by the Nottinghamshire Safeguarding Children Partnership. We use Nottinghamshire's current threshold criteria and referral pathways to consider what help or protection a child may need.

A Family Help assessment is not required before making a referral to children's social care.

Detailed reporting and referral procedures are set out in Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals. The continuum of support and protection is explained in Section E: Continuum of Help and Protection.

We will use Nottinghamshire's [professional challenge and escalation procedures](#) where concerns are not adequately addressed, or a child's circumstances are not improving.

Further information: [Nottinghamshire Safeguarding Children Partnership procedures](#), [Nottinghamshire Framework for Support](#) and [Nottinghamshire MASH referral arrangements](#)

Section C - Safeguarding Leadership, Governance and Responsibilities

At The Flying High Academy Ladybrook, safeguarding is a shared responsibility supported by clear leadership and effective governance. Everyone working in or on behalf of our school must act on concerns and must not assume that another person will take action or share information that may be critical to keeping a child safe.

Governing Body

The governing body has strategic leadership responsibility for safeguarding. It will ensure that:

- safeguarding policies, procedures and training comply with the law and are effective in practice;
- a senior member of staff is appointed as DSL and appropriately trained deputies provide effective cover
- the DSL and deputies have the authority, time, funding, training, resources and support required
- children have accessible and well-promoted ways to report concerns
- appropriate safer recruitment, online safety and allegations-management arrangements are maintained
- safeguarding arrangements meet the needs of children who may be at greater risk of harm
- leaders provide sufficient information and assurance to support effective scrutiny and improvement

The appointed safeguarding governor, Richard Smith, supports strategic oversight but does not remove responsibility from the governing body as a whole.

Headteacher

The Headteacher, Evie Scarborough, is responsible for implementing the safeguarding arrangements agreed by the governing body. They will:

- promote a culture in which safeguarding is everyone's responsibility
- ensure that staff understand and follow this policy
- ensure that concerns are reported, recorded and acted upon promptly
- support the DSL and deputies and maintain effective safeguarding cover
- ensure that staff and other relevant adults receive appropriate safeguarding induction and training
- oversee the implementation of safer recruitment and safeguarding procedures
- keep the governing body or proprietor informed about safeguarding risks, practice and required improvements

Where the Headteacher or Principal is also the DSL, sufficient time and resources will be provided for both roles and appropriate arrangements must manage any conflict of interest.

Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection. The DSL will:

- advise and support staff and coordinate the response to safeguarding concerns
- make or support referrals and liaise with children's social care, police, health and other services
- understand Nottinghamshire's thresholds, referral pathways and escalation procedures
- contribute to Family Help, statutory assessments, child protection processes and multi-agency meetings
- promote lawful and timely information sharing and maintain secure child protection records through CPOMS.
- ensure that staff understand how to report concerns and make direct referrals
- consider children's wishes, feelings, lived experiences and additional barriers to receiving help
- work with the Designated Teacher, SENCO, senior mental health lead and other relevant professionals
- maintain an up-to-date knowledge of safeguarding issues locally and nationally using Andrew Hall briefings online/attending termly LA DSL Network events and other safeguarding training
- advise leaders and governors about safeguarding risks, patterns and required improvements.

The DSL will be available during school hours for staff to discuss safeguarding concerns. A DSL or Deputy DSL will always be on site whenever children are on the school premises, including before and after the normal school day. Members of the DSL team are also contactable by telephone where safeguarding advice or support is required.

During school holidays and other periods of school closure, a DSL will continue to monitor the school's safeguarding email account to ensure that any safeguarding concerns received are identified and acted upon appropriately. Safeguarding concerns can be raised through the school's dedicated safeguarding email address, which is published on the school website and monitored by the DSL team during these periods. Concerns requiring action will be responded to appropriately and without unnecessary delay.

Detailed procedures for responding to concerns, making referrals and coordinating support are set out in Section D: Recognising, Reporting and Recording Concerns and Section E: Early Support, Family Help and Child Protection.

Further information: [KCSIE 2026, Annex B – Role of the DSL](#)

Deputy DSLs and Safeguarding Cover

Deputy DSLs are trained to the same standard as the DSL and may undertake delegated safeguarding activities. To ensure effective safeguarding cover:

- a trained DSL or Deputy DSL is always available on site whenever children are on the school premises, including before and after the normal school day
- in the absence of the DSL, staff must report safeguarding concerns to a Deputy DSL
- concerns will continue to be reviewed, recorded and acted upon without delay, including making referrals or taking urgent protective action where required
- the DSL team maintains clear safeguarding cover arrangements during periods of staff absence and school holidays, ensuring that concerns are received, monitored and acted upon appropriately
- any member of staff may make a direct referral to children's social care or contact the police where necessary.

Safeguarding action must never be delayed because the DSL is unavailable.

Designated Teacher for Looked-After and Previously Looked-After Children*

For consistency with statutory guidance, this policy will use the terms "Looked-After Children" and "Previously Looked-After Children" to remain in line with KCSIE 2026. Nottinghamshire uses the term, "Children We Care For" for "Looked-After Children". As of publishing, both sets of terminology will be in use until the previous terms are phased out nationally.

The Designated Teacher will work with the DSL, SENCO, Virtual School, social workers, carers and other professionals to promote children's educational achievement, welfare and safety. They will contribute to Personal Education Plans, ensure relevant staff understand the child's needs and support appropriate information sharing during transitions.

Further safeguarding considerations for looked-after and previously looked-after children are set out in Section F: Looked-After and Previously Looked-After Children.

Further information: [Designated teacher for looked-after and previously looked-after children](#)

Responsibilities of All Staff

All staff must maintain an attitude of **"it could happen here"** and act in the best interests of the child. They must:

- read and understand Part One of KCSIE 2026 in full, this policy and other safeguarding information relevant to their role
- know who the DSL and deputies are and understand the safeguarding cover arrangements
- recognise, report and record concerns without delay
- listen to children and take their concerns, wishes and feelings seriously

- recognise that racism, faith-based prejudice and other forms of discrimination may constitute prejudice-based harm and may affect a child's welfare, wellbeing, mental health, sense of safety and willingness to seek help; staff must report safeguarding concerns arising from prejudice-based harm in accordance with this policy
- act immediately where a child is in danger or significant harm is suspected
- make a direct referral where necessary and not allow the absence of the DSL to delay action
- share relevant information appropriately and never promise to keep a safeguarding disclosure secret
- report concerns about adults and unsafe safeguarding practice;
- complete safeguarding training and updates appropriate to their role
- ensure that supply and temporary staff are appropriately inducted, informed of the school's safeguarding procedures and DSL team, and know how to report and record safeguarding concerns
- contribute to the school's visible and proactive safeguarding culture. DSLs maintain a visible presence across the school, including at the end of the school day when parents and carers enter the site, and staff use the school's radio system to communicate promptly with DSLs and colleagues throughout the day. Safeguarding is reinforced through a structured assembly programme, including protected characteristics and British Values, and through the curriculum, with the school's Safeguarding Through the Curriculum document identifying where key safeguarding knowledge and protective education are taught

Staff Induction and Training

All staff, governors and volunteers must receive safeguarding induction appropriate to their role before commencing work. This includes:

- access to and familiarisation with key safeguarding policies and procedures, including the Child Protection Policy, Relationship and Positive Behaviour Policy, Code of Conduct, Online Safety Policy and any other policies relevant to their role
- identification of the DSL, Deputy DSLs and Safeguarding Governor
- familiarisation with the school's safeguarding reporting procedures and systems, including how to report and record a concern
- confirmation that Part One of KCSIE 2026 has been read and understood in full, in accordance with statutory requirements.

Supply and temporary staff, including volunteers, receive a safeguarding induction before working with children. This includes information about the DSL team, how to report safeguarding concerns and the procedures they must follow.

Supply and temporary staff do not have access to CPOMS, due to confidentiality, so they are provided with a Safeguarding Concern Record Form to record any concerns, which must be passed to a DSL or Deputy DSL without delay.

Safeguarding training is refreshed regularly and staff receive ongoing safeguarding updates throughout the year. These include updates on emerging and local safeguarding risks, online safety, changes to statutory guidance and learning relevant to school practice. In addition to school-based updates, the FHP Safeguarding Lead provides regular safeguarding updates to support consistent and up-to-date practice across the Partnership.

Governors receive appropriate safeguarding training to enable them to provide effective strategic challenge and oversight. DSLs and Deputy DSLs undertake enhanced safeguarding training appropriate to their role, including relevant training in data protection and cyber security.

Training requirements for different roles, including the type and frequency of required training, are set out in the FHP Safeguarding Training Requirements table. Training and updates are recorded to provide assurance that safeguarding training requirements are met.

Multi-Agency Working

The Flying High Academy Ladybrook will work with safeguarding partners and other agencies to help, support and protect children. We will share relevant information, contribute to assessments, plans and meetings, complete agreed actions and respond promptly to requests.

Where concerns remain or progress is insufficient, staff will seek feedback and use Nottinghamshire's professional challenge and escalation procedures.

Our contribution to Early Help, Family Help and statutory plans is explained in Section E: Multi-Agency Plans and Review.

Section D - Recognising, Reporting and Recording Concerns

At The Flying High Academy Ladybrook, staff must report safeguarding concerns without delay, even where information is limited or they are uncertain whether harm has occurred.

Staff should be alert to changes in a child's behaviour, presentation, wellbeing, attendance, relationships, progress, health, online activity or wider circumstances. Concerns may arise within or outside the family, within peer groups, in the community or online, and different forms of harm may overlap.

Staff must remain professionally curious and avoid assumptions based on a child's characteristics, needs or behaviour.

Sexual abuse involves forcing, causing or inciting a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Children are more likely to know their abuser than not. A child under the age of 13 can never legally consent to sexual activity. Staff must report any concern or disclosure relating to sexual abuse without delay in accordance with this policy.

Responding to a Disclosure

If a child shares a concern or discloses abuse, neglect or exploitation, staff should:

- listen calmly, give the child their full attention and allow them to speak at their own pace
- use open prompts only where clarification is necessary and avoid leading, investigative or repeated questions
- reassure the child that they have done the right thing and explain that information must be shared with those who can help
- never promise confidentiality, make judgements or confront the person alleged to have caused harm

- not ask the child to write a statement, sign notes or repeat their account unnecessarily
- record the child's words, wishes and feelings as accurately as possible
- report the concern to the DSL or a deputy immediately
- Log the concern on CPOMS, including details of any relevant verbal conversations. Where a member of staff does not have access to CPOMS, for example supply staff, kitchen staff or Play Team members, they must record the concern on a paper Safeguarding Log and pass it to a DSL as soon as possible. The DSL will ensure that the concern is recorded on CPOMS and that the original paper record is scanned and uploaded.

Staff must not investigate the concern themselves or confront the person alleged to have caused harm.

Where a concern involves nudes or semi-nudes, including AI-generated or altered imagery, staff must not intentionally view, copy, print, forward, save or ask the child to share the imagery. The concern must be reported to the DSL immediately. Where a concern involves harmful digital material, staff must also follow Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

Further information about recognising abuse, neglect and exploitation is available in [What to do if you're worried a child is being abused: advice for practitioners](#) and through the [NSPCC](#).

Reporting Safeguarding Concerns

Staff must report safeguarding concerns to the DSL or a Deputy DSL without delay and follow the school's agreed reporting procedures.

- Concerns must be brought to the attention of the DSL or a Deputy DSL as soon as possible. Urgent concerns must be reported verbally and immediately.
- Recording a concern on CPOMS, or in writing, does not replace the need to speak directly to the DSL or a Deputy DSL where a concern is urgent.
- A DSL or Deputy DSL is always available on site whenever children are on the school premises, including before and after the normal school day. DSLs can also be contacted by telephone where additional advice or support is required.
- Staff must not delay reporting because information is incomplete or because they are uncertain whether a safeguarding threshold has been met.
- Any member of staff may make a direct referral to children's social care where necessary. The DSL should be informed as soon as possible afterwards, unless there is a valid safeguarding reason not to do so.

Where a child is in immediate danger or urgent protective action is required, staff must follow the procedures set out below under **Immediate Danger and Referrals**.

An electronic or written record does not replace the need to speak directly to the DSL or a deputy where a concern is urgent.

If the DSL is unavailable, staff must follow Section C: Deputy DSLs and Safeguarding Cover. The absence of the DSL or a deputy must not delay action.

Any member of staff may make a direct referral to children's social care where necessary. Staff should inform the DSL as soon as possible after making a direct referral, unless there is a valid reason not to do so.

Immediate Danger and Referrals

Where a child is in immediate danger or requires urgent protection, staff must contact the police on **999** and make an immediate referral to children's social care, where appropriate.

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a referral must be made to [Nottinghamshire MASH](#) without delay.

A Family Help assessment is not required before making a referral. Seeking advice, consulting the DSL or attempting to obtain consent must not delay protective action.

The available support and statutory pathways are explained in Section E: Continuum of Help and Protection.

Recording Concerns, Decisions and Actions

All safeguarding concerns, discussions, decisions, actions and outcomes must be recorded promptly and accurately on CPOMS.

Where a member of staff does not have access to CPOMS, for example supply staff, kitchen staff or Play Team members, they must complete a paper Safeguarding Concern Record Form and pass it to a DSL or Deputy DSL without delay. The DSL will ensure that the information is recorded on CPOMS and that the original paper record is scanned and uploaded.

Safeguarding records should include, where relevant:

- the child's name and the date, time, location and context of the concern
- a clear, factual and chronological account of what was seen, heard or disclosed
- the child's own words, wishes and feelings, recorded as accurately as possible
- relevant observations, including the location and observable appearance of any injury or mark
- the name and role of the person making the record
- when and to whom the concern was reported
- any advice received, action taken and decisions made, including the rationale for those decisions
- the outcome and any arrangements for follow-up, monitoring or support.

Records must clearly distinguish between fact, observation, professional opinion and information provided by another person. Staff must not speculate, make assumptions or include personal judgements. Records should be sufficiently clear and detailed to enable another safeguarding professional to understand the concern, the action taken and the reasons for any decisions made.

Where a child has a visible injury, mark or other physical indicator of concern, staff must not take photographs for safeguarding-recording purposes. A Body Map Template should be used to record

the location and observable appearance of the injury or mark. Body Map Templates are accessed through CPOMs. Staff must not attempt to diagnose an injury, estimate its age or speculate about how it occurred. Where photographs are required for evidential, forensic or medical purposes, these should normally be taken by appropriately trained police, medical or other authorised professionals.

Safeguarding and child protection records are confidential and must be securely stored, with access restricted to those who require the information in order to safeguard or support the child. Child protection records must be kept separately from the child's main educational record.

Confidentiality and Information Sharing

Staff must maintain appropriate confidentiality but must never promise to keep safeguarding information secret.

Timely information sharing is essential to identifying need, assessing risk and protecting children. Staff must not assume that another person or agency will share information that may be critical to keeping a child safe.

Information will be shared lawfully, promptly and proportionately where necessary to safeguard or promote a child's welfare. Consent is not always required where another lawful basis applies, and data protection law must not prevent or delay safeguarding action.

Where safe and appropriate, children and parents or carers will be informed about what information will be shared, with whom and why. Information may be shared without their knowledge or consent where seeking consent could increase risk, prejudice an investigation or cause unjustified delay.

Decisions to share or withhold information and the reasons for them will be recorded.

Consent for Early Help and Family Help is addressed in Section E: Consent and Working with Families.

Further guidance: [Information sharing advice for practitioners](#) and [Data Protection in schools](#)

Referral Feedback and Escalation

Children's social care should acknowledge a referral and decide the next course of action within one working day. The referrer should follow up if appropriate feedback is not received.

Where the response does not address the concern, or the child's circumstances are not improving, we will use [Nottinghamshire's professional challenge and escalation procedures](#). Staff must continue to report new information while awaiting a response.

Referral to another agency does not end our responsibility to safeguard and support the child.

Transfer of Child Protection Records

When a child moves to another school or college, the DSL will ensure that the child protection file is transferred securely and separately from the main pupil record. This will take place within five days of an in-year transfer, or within the first five days of a new term.

Where both settings use CPOMS, records will be transferred securely through the CPOMS system. Where the receiving setting does not use CPOMS, the child protection file will be securely downloaded and sent by an appropriate secure method. Where records are sent by post, they will be accompanied by a receipt/transfer form, which the receiving setting must sign and return promptly to confirm safe receipt.

Confirmation of receipt must be obtained. Relevant safeguarding and risk information will be shared in advance where necessary to enable the receiving school to assess risk and arrange support.

We will retain a record of the transfer in accordance with our retention procedures.

Support Following a Safeguarding Concern

We recognise that disclosures and safeguarding processes may be distressing. We will consider appropriate pastoral, therapeutic or specialist support, safety planning, reasonable adjustments and staff wellbeing support according to individual need.

Support will be reviewed as circumstances change and will not replace any required referral, investigation or protective action.

Section E - Early Support, Family Help and Child Protection

At The Flying High Academy Ladybrook we recognise that children and families should receive the right help at the right time. We will identify additional needs early, provide support within our school where appropriate and work with other services when a coordinated or statutory response is required.

Support will be based on the child's needs and circumstances. It will not delay a referral to children's social care where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Immediate safeguarding concerns must be reported in accordance with Section D: Reporting Safeguarding Concerns and Immediate Danger and Referrals.

Continuum of Help and Protection

The support available to children and families may include:

- pastoral support within our school
- universal services and community-based early help
- targeted support through Nottinghamshire Early Help services or Family Help
- support for a child in need under section 17 of the Children Act 1989
- child protection action under section 47 of the Children Act 1989

The level of support may change as needs increase, reduce or become better understood. Staff must continue to report new or escalating concerns and must not assume that existing support or agency involvement means that further action is unnecessary.

Pastoral and Community-Based Support

At The Flying High Academy Ladybrook, this support is coordinated through our pastoral and safeguarding teams, who work closely with children, families and school staff to identify needs early and provide timely, proportionate support. Our Child and Family Support Worker provides direct support to children and families, including parenting support, signposting to appropriate services and coordination with external agencies where required. Targeted pastoral support may include regular check-ins with trusted adults, safe spaces, emotion coaching and individual or small-group support. Pastoral staff and senior leaders maintain a visible and accessible presence throughout the school day, particularly at the beginning and end of the day and during unstructured times, helping concerns to be identified and responded to promptly. Support is reviewed through our pastoral and safeguarding systems and adapted or escalated where a child's needs are not improving.

Where needs can be met safely within our school or through universal services, support may include:

- pastoral care and regular contact with a trusted adult
- attendance, behaviour, SEND or mental health support
- reasonable adjustments and individual support plans
- help from health, family, community or voluntary services
- advice or support through [Nottinghamshire Family Hub Networks](#)
- Worry Boxes in each classroom
- 'I am Worried' button which is located on the school website
- support from our Pastoral Team, including targeted individual and small-group provision
- a visible staff presence during unstructured times, providing children with accessible support throughout the school day
- a visible and accessible Senior Leadership Team at the beginning and end of the school day and throughout the day
- support through our Inclusion Team and wider whole-school approach to emotional wellbeing
- regular themed safeguarding assemblies responding to identified, local and emerging safeguarding needs
- regular safeguarding briefings and updates for staff, ensuring emerging concerns, themes and responsibilities remain well understood
- safeguarding as a standing agenda item within school meetings, supporting ongoing professional discussion, oversight and timely identification of concerns

Support should have clear aims and be reviewed to determine whether it is improving the child's circumstances. Where needs are increasing, support is ineffective or safeguarding concerns arise, the DSL should consider additional help or referral to children's social care.

Early Help and Family Help

Staff should be alert to children and families who may benefit from coordinated help. This may

include circumstances involving absence from education, SEND or health needs, mental health, domestic abuse, family difficulties, caring responsibilities, exploitation or several needs which cannot be addressed effectively by one service.

The DSL will use [Nottinghamshire's current threshold guidance](#) and may consult the Early Help Unit or other relevant services.

Family Help brings services together through a coordinated assessment and plan. Education staff may be asked to contribute information, attend meetings, complete agreed actions, review progress or act as lead practitioner where appropriate and supported by local arrangements.

A consistent relationship with the child and family should be maintained wherever possible as their needs change.

Further information and local support can be sought through the [Family Hub Networks](#).

Consent and Working with Families

Early Help and targeted Family Help are voluntary and should be undertaken with the family's consent. The child and family should understand:

- what support is being offered and why
- what information will be shared
- which practitioners or services will be involved
- how progress will be reviewed

If consent is refused, the DSL will consider why support has been declined, whether needs can be addressed in another way and whether the level of concern requires referral to children's social care.

Consent is not required before making a child protection referral or where another lawful basis permits information sharing. Refusal of support must not delay action where a child may be at risk of harm.

General information-sharing requirements are set out in Section D: Confidentiality and Information Sharing.

Family Help Assessments and Plans

Where Family Help is appropriate, the assessment and plan should be child-centred, proportionate and informed by the family's strengths and needs. It should:

- reflect the child's wishes, feelings and lived experience
- consider the needs of other children and adults within the family
- identify risks, strengths, needs and desired outcomes
- set out the support to be provided and who is responsible for each action
- include clear review arrangements
- be updated when circumstances or risks change

A Family Help assessment is not required before making a referral to children's social care.

Family Networks and Family Group Decision-Making

Where safe and appropriate, the child's wider family network may be involved in identifying support and developing a plan. This may include family group decision-making or a family group conference.

The child's welfare and best interests remain central. Family involvement must not delay protective action or result in information being shared with a person who may place the child or another person at greater risk.

Children in Need

Under section 17 of the Children Act 1989, a child may be considered in need where they are unlikely to achieve or maintain a reasonable standard of health or development without services, or where they are disabled. Where children's social care undertakes a section 17 assessment or provides support, we will:

- share relevant information
- contribute to assessments, plans and reviews
- carry out agreed actions
- monitor the child's attendance, presentation, welfare and progress
- report new or escalating concerns promptly

Subject to local arrangements, an appropriately skilled practitioner who is not a social worker may act as the lead practitioner for support under section 17.

Child Protection

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a referral must be made to [Nottinghamshire MASH](#) without delay. We will cooperate with child protection enquiries and processes by:

- providing relevant information promptly
- attending strategy discussions, child protection conferences, core groups and reviews
- contributing informed reports and professional views
- completing agreed actions within the required timescale
- supporting the child within our school

Section 47 enquiries and child protection plans must be led by a qualified social worker. Our involvement will continue for as long as help or protection is required.

Operation Encompass

We receive [Operation Encompass](#) notifications where police have reasonable grounds to believe that a child may be a victim of domestic abuse. A child may be affected even where they were not present during the incident or normally live elsewhere. Notifications will be:

- received and stored securely on CPOMS
- shared only with staff who need the information to safeguard or support the child
- considered alongside other information known about the child and family
- used to arrange appropriate safeguarding and pastoral support

An Operation Encompass notification does not replace a referral to children's social care. Where the information indicates that a child may be at risk of harm, we will follow our safeguarding and referral procedures.

Further information about supporting children affected by domestic abuse is set out in Section F: Children Affected by Domestic Abuse.

Multi-Agency Plans and Review

The school will contribute fully to Early Help, Family Help, child-in-need and child protection plans. Staff attending meetings should be appropriately informed and able to contribute to decision-making. We will:

- provide clear, accurate and relevant information
- consider the child's wishes, feelings and lived experience
- complete agreed actions within the required timescales
- maintain appropriate records
- monitor whether support is improving the child's circumstances
- report and escalate concerns where risk increases or progress is insufficient

Referral to another service does not end our responsibility to safeguard, support and monitor the child.

Where concerns remain or progress is insufficient, staff must follow Section D: Referral Feedback and Escalation.

Further information: [Working Together to Safeguard Children 2026](#)

Section F - Children Who May Be at Greater Risk of Harm

At The Flying High Academy Ladybrook, we recognise that any child may experience abuse, neglect, exploitation or other harm. Some children may face additional risks or barriers that make it more difficult for them to recognise harm, report concerns or receive appropriate help.

Staff will consider each child's individual circumstances, needs and lived experience. Membership of a particular group does not mean that a child is experiencing harm, and support will be based on assessment of the individual child rather than assumptions or stereotypes.

Children with Special Educational Needs, Disabilities or Health Conditions

Children with special educational needs, disabilities or health conditions may experience additional safeguarding barriers. These can include:

- assumptions that behaviour, mood or injury relates to the child's needs or condition
- communication difficulties or limited opportunities to report concerns
- difficulty recognising that behaviour towards them is abusive
- increased dependence on adults for care, communication or mobility
- intimate or personal care needs
- social isolation or bullying

- greater exposure to online risks
- a disproportionate impact from harm without outward signs

Staff must remain professionally curious and avoid allowing a child's needs, disability or diagnosis to distract from possible safeguarding concerns. Communication and reporting arrangements will be adapted to the child's needs, and the DSL will work with the SENCO, health professionals, parents or carers and other agencies where appropriate.

At The Flying High Academy Ladybrook, reasonable adjustments and individualised support are put in place according to each child's needs. This may include a SEND Support Plan, Safety Passport and/or Individual Risk Assessment, alongside adaptations set out within our Relationship and Positive Behaviour Policy. Behaviour responses take account of individual needs, known triggers and agreed support strategies, with reasonable adjustments made where appropriate.

Where a child's individual needs mean that restrictive physical intervention may be required to prevent harm, this will only be used as a last resort and in accordance with the school's Restrictive Practice and Physical Intervention Policy. Any intervention must be necessary, reasonable, proportionate and the least restrictive option available for the shortest possible time. The child's dignity, communication needs, SEND, medical needs and other individual vulnerabilities will be considered throughout.

Concerns involving a child's medical care, access to essential medication or failure to follow an agreed healthcare plan should be reported to the DSL where they may indicate neglect or another safeguarding concern.

Further information: [SEND Code of Practice](#), [Supporting pupils at school with medical conditions](#) and [Nottinghamshire SEND local offer](#)

Children with a Social Worker

At The Flying High Academy Ladybrook, children with a social worker are supported through close collaboration between the DSL team, Child and Family Support Worker (CFSW), pastoral and inclusion teams, class staff and relevant external professionals. Safeguarding information, attendance, behaviour, wellbeing and educational progress are considered together to identify emerging concerns or changes in need. The school will actively contribute to multi-agency assessments, meetings and plans, share relevant information promptly and ensure agreed actions are followed through and reviewed.

The Child and Family Support Worker works closely with children who have a social worker and, where appropriate, undertakes direct work with individual children to provide ongoing support in response to their identified needs. The CFSW attends relevant meetings arranged by children's social care and contributes to multi-agency planning and review. Working with the DSL team, the CFSW ensures that relevant school staff, including the child's class teacher, are kept appropriately informed of significant updates and agreed actions so that they can understand the child's needs and provide consistent and

effective support. Information is shared on a need-to-know basis and in accordance with the school's safeguarding and information-sharing procedures.

Children may have a social worker because of safeguarding or welfare needs. Their experiences of abuse, neglect or family adversity may affect their attendance, behaviour, wellbeing, learning and relationships.

The DSL will use relevant information about the child's social worker to inform decisions about safety and support. We will contribute to assessments and plans and report new or escalating concerns promptly.

Staff must not assume that children's social care involvement means that another professional will act.

Further information: [Promoting the education of children with a social worker and children in kinship care arrangements](#)

Looked-After and Previously Looked-After Children

Looked-after and previously looked-after children, also referred to locally as children we care for, may have experienced abuse, neglect, loss, disruption or trauma and may require additional safeguarding and pastoral support.

The DSL and Designated Teacher, Kelly Rose, will work with social workers, carers, parents, the Virtual School and other professionals to ensure that educational and safeguarding needs are considered together.

For a looked-after child, the DSL should hold details of the child's social worker and the relevant Virtual School Head.

The responsibilities of the Designated Teacher are set out in Section C: Designated Teacher.

Further information: [Promoting the education of looked-after and previously looked-after children](#) and [Nottinghamshire Virtual School](#)

Children in Kinship Care and Private Fostering Arrangements

Children living in kinship care may require support arising from changes in family relationships, care arrangements or previous experiences. We will respond to individual needs and signpost carers to relevant local support.

A private fostering arrangement occurs when a child under 16, or under 18 if disabled, is cared for by someone who is not their parent or a close relative for 28 days or more.

Staff must report any known or suspected private fostering arrangement to the DSL. We will notify the local authority where required and will not assume that another person has already done so.

Further information: [Promoting the education of children with a social worker and children in kinship care arrangements](#), [Nottinghamshire Kinship Support Service](#), and [Private Fostering Procedures](#)

Young Carers

A young carer is a child who provides, or intends to provide, care for another person. Caring responsibilities may affect their wellbeing, attendance, relationships or educational progress.

Staff should report concerns about possible caring responsibilities to the DSL. We will consider appropriate pastoral support, assessment and referral to relevant services.

Further information: [Young Carers Notts](#)

Children Absent from Education Repeated or prolonged absence from education may be an indicator of abuse, neglect, exploitation, mental health difficulties, safeguarding risks within the home or other unmet needs. We will:

- monitor attendance and patterns of absence
- respond promptly to unexplained or concerning absence
- make reasonable enquiries to establish the child's whereabouts and welfare
- consider absence alongside other safeguarding information
- share information and work with parents, carers and relevant agencies
- refer or escalate concerns where the child cannot be located, risk is increasing or circumstances are not improving

Staff must follow our school's attendance and children missing education procedures. Attendance concerns must not be treated solely as an administrative matter where there may be a safeguarding risk.

Further information: [Working together to improve school attendance](#), [Children missing education](#) and [Nottinghamshire Children Missing Education arrangements](#)

Children Living in Temporary Accommodation

Children living in temporary accommodation may experience additional disruption, instability or barriers to education and may require additional safeguarding, pastoral or practical support.

Where the school receives notification from a local housing authority that a child has been placed in temporary accommodation, the DSL and relevant pastoral or inclusion staff will consider the child's individual circumstances and any impact on their safety, wellbeing, attendance, access to education and wider needs. Appropriate support will be identified and information shared with relevant staff and agencies on a need-to-know basis.

A notification that a child is living in temporary accommodation does not replace the school's usual safeguarding responsibilities. Where information indicates that a child has been harmed or may be at risk of harm, staff will follow the reporting and referral procedures set out in Section D.

Children Receiving Alternative Provision

The commissioning school retains responsibility for safeguarding a child placed in alternative provision. Before and during a placement, we will:

- obtain written assurance and evidence about the provider's safeguarding checks and arrangements
- know where the child is being educated, including any subcontracted or satellite provision

- share relevant safeguarding and risk information
- monitor attendance, welfare, progress and the suitability of the placement
- review the placement at least half-termly
- act immediately where concerns arise, ending the placement if it is no longer safe or suitable.

The school will agree any alternative provision placement with the Flying High Partnership, parents/carers and relevant external agencies, as appropriate. Placement decisions will take account of the individual child's age, ability, needs and safeguarding vulnerabilities, alongside the suitability of the provider. The school will only commission alternative provision from registered, quality-assured providers or providers that have been approved and quality-assured by the Local Authority. As part of the due diligence process, the school will complete the FHP Alternative Provision Checklist and Alternative Provision Transition Plan, including obtaining written confirmation from the provider that appropriate safeguarding checks have been carried out.

Senior school staff, including members of the safeguarding team, will visit the provision regularly to monitor the placement, its suitability and the effectiveness of safeguarding arrangements.

Any change to the provider, location or circumstances of the placement that may increase risk must be considered promptly and appropriate action taken.

Further commissioning, provider-assurance and placement arrangements are set out in Section L: Alternative Provision.

For more information: [Alternative Provision - Statutory Guidance](#)

Children Affected by Domestic Abuse

A child may be a victim of domestic abuse where they see, hear or experience its effects, including where they were not present during an incident or normally live elsewhere.

At The Flying High Academy Ladybrook, support will be tailored to the individual child and their circumstances and may include regular check-ins with a trusted adult, access to safe spaces, emotion coaching and targeted pastoral support. The DSL and pastoral team will consider any emerging changes in the child's presentation, behaviour, attendance or wellbeing and will liaise with parents/carers and external agencies where it is safe and appropriate to do so.

We will consider Operation Encompass notifications alongside other information known about the child and provide appropriate safeguarding and pastoral support. Operation Encompass notification and support arrangements are set out in Section E: Operation Encompass.

For more information: [Domestic Abuse Act - Statutory Guidance](#)

Mental Health, Self-Harm and Suicide Risk

Mental health difficulties may indicate that a child has experienced or is at risk of abuse, neglect or exploitation. Concerns involving self-harm, eating disorders, suicidal thoughts or another risk to safety must be reported promptly.

We will consider immediate safety and medical needs, listen to the child, involve parents or carers where safe and appropriate and seek support from relevant health or specialist services.

At The Flying High Academy Ladybrook, children experiencing mental health or emotional wellbeing difficulties may be supported through our pastoral and Mental Health and Wellbeing teams, including regular check-ins with trusted adults and targeted individual or small-group support. Where additional or specialist support is required, the school will work with parents/carers, where safe and appropriate, and relevant external services. Concerns will be monitored alongside other information known about the child, including changes in attendance, behaviour, presentation and engagement, to ensure that emerging or escalating needs are identified promptly.

Where there is an immediate risk to life or serious injury, staff must contact emergency services on **999**. A safeguarding referral will be made where concerns may be linked to abuse, neglect, exploitation or significant harm.

Where there is an immediate safeguarding or child protection concern, staff must follow Section D: Immediate Danger and Referrals.

For more information: [Promoting and supporting mental health and wellbeing in schools and colleges](#), [Mental health and behaviour in schools](#) and [MHST Support](#)

Children at Risk of Exploitation, Modern Slavery or Serious Violence

Children may be harmed through criminal exploitation, sexual exploitation, county lines, financial exploitation, trafficking, modern slavery, radicalisation or serious violence. Apparent offending or harmful behaviour may be a sign that a child is being groomed, coerced, controlled or exploited. Staff should be alert to indicators including:

- unexplained money, possessions, travel or changes in relationships
- repeated absence or being found away from home or the school
- association with older individuals or controlling peer groups
- threats, intimidation, debt or fear
- carrying weapons or involvement in serious violence
- unexplained injuries or changes in behaviour
- increased secrecy or use of multiple devices or accounts
- concerning online contact or activity

Concerns must be reported promptly. We will consider risks to the child and others, including risks associated with peer groups, transport routes, locations around our school and online environments.

At The Flying High Academy Ladybrook, concerns about exploitation or serious violence will be considered alongside other information known about the child, including attendance, behaviour, safeguarding records, peer relationships and pupil voice. The DSL, pastoral and inclusion teams will work together to identify patterns or changes that may indicate increasing vulnerability, with relevant information shared with external agencies where appropriate. Support and safeguarding responses will be tailored to the individual child and reviewed as risks change.

Wider contextual risks and responses are addressed in Section G: Contextual Safeguarding and Extra-Familial Harm.

For more information: [Modern slavery: how to identify and support victims](#), [Youth Endowment Fund](#), [Prevent Duty Guidance](#), [Nottinghamshire Child Exploitation Procedures](#), and [Nottinghamshire Prevent Referrals](#)

Children with Protected Characteristics

We are committed to safeguarding practice that is inclusive, anti-racist, anti-discriminatory and culturally informed.

Staff must be alert to bias, stereotyping and adultification, including assumptions that a child is older, more resilient or less in need of protection than they are. Cultural or religious considerations must not prevent professional curiosity or delay action. Racism, faith-targeted abuse and other forms of prejudice-based harm may significantly affect a child's welfare, wellbeing, mental health and sense of safety and will be considered within safeguarding practice where appropriate.

Children who are lesbian, gay or bisexual, or perceived to be, may face additional bullying, prejudice or abuse. We will provide a safe environment in which concerns can be reported and support accessed.

At The Flying High Academy Ladybrook, we promote a culture of respect, equity and inclusion and challenge prejudice-based language, bullying, harassment and discrimination. Through our curriculum, including RSHE and PSHE, assemblies and wider opportunities, children are taught about respectful relationships, equality and diversity, stereotypes and prejudice in an age-appropriate way. We ensure that children see difference positively represented and are supported to understand that discrimination or abuse is never acceptable. Reporting and support arrangements will be adapted where necessary to ensure that all children are able to raise concerns, feel listened to and access appropriate support.

Children Questioning Their Gender

Children questioning their gender may experience bullying, distress, social isolation or other safeguarding concerns. Staff will respond sensitively, consider the child's individual circumstances and act in their best interests. Requests for support with social transition will be considered in accordance with KCSIE 2026, applicable legislation and our relevant procedures. Decisions will:

- consider the child's age, needs, wishes, feelings and circumstances
- involve parents or carers unless there is a safeguarding reason not to do so
- involve the DSL where safeguarding considerations arise
- consider relevant professional advice
- be recorded accurately and shared only where necessary
- be reviewed when needs or circumstances change

We will challenge bullying, harassment and discrimination and provide appropriate support to any child who wishes to reconsider or reverse an earlier request.

Further information: [KCSIE 2026, Children who are questioning their gender](#)

Individual Support and Review

Children who may be at greater risk of harm will be identified through safeguarding concerns,

disclosures, observations, information shared by families or other professionals, and the school's ongoing monitoring of their welfare and circumstances.

Children will be offered tailored support that reflects their individual needs, circumstances and level of risk. Support may include a trusted adult, accessible reporting arrangements, pastoral or communication support, reasonable adjustments, an individual safety plan, work with parents or carers, and referral to Early Help, Family Help or specialist services.

Additional safeguarding support, including relevant actions, decisions and outcomes, will be recorded on CPOMS so that there is a clear and up-to-date record of the support in place.

At The Flying High Academy Ladybrook, safeguarding records and monitored cases are regularly reviewed by the DSL team to identify patterns, emerging concerns and changes in risk. Reviews consider the effectiveness of support already in place and whether further action, escalation or involvement from other professionals is required. Where appropriate, the views of the child, parents/carers and involved professionals will inform the review of individual support.

Support will be reviewed regularly and whenever circumstances, needs or risks change, to ensure that it remains appropriate and effective. Staff must continue to report and record any new concerns, even where a child already receives support or is known to other services.

The available support pathways are set out in Section E: Continuum of Help and Protection.

Section G - Contextual Safeguarding and Extra-Familial Harm

At The Flying High Academy Ladybrook, we recognise that children may experience harm beyond their family home, including within peer groups, education settings, neighbourhoods, public places, transport routes and online.

We will consider the people, places and relationships surrounding a child, understand their lived experience and work with children, families and safeguarding partners to identify and reduce risks.

Contextual and Extra-Familial Harm

Extra-familial harm may include:

- child criminal exploitation
- child sexual exploitation
- county lines
- financial exploitation
- serious violence and weapon-related harm
- trafficking and modern slavery
- radicalisation
- abuse within intimate relationships between children
- child-on-child abuse and harmful sexual behaviour
- bullying, harassment and prejudice-based abuse
- grooming, coercion and controlling relationships
- abuse or exploitation facilitated through social media, gaming, generative AI or other technology

Different forms of harm may overlap. A child may experience harm in several contexts or be both harmed by others and involved in behaviour that harms other children. Staff must respond to children as children first. Apparent offending, aggression, absence or other concerning behaviour may indicate that a child is being groomed, coerced, controlled or exploited.

Specific considerations relating to exploitation and serious violence are set out in Section F, and child-on-child abuse is addressed in Section H.

Recognising Contextual Concerns

Staff should be alert to changes or patterns which may indicate extra-familial harm, including:

- repeated or prolonged absence from education or home
- spending time in locations or with people not previously known
- changes in friendships, relationships or peer groups
- unexplained money, clothing, gifts, travel or mobile devices
- unexplained injuries, fear, secrecy or emotional distress
- threats, intimidation, coercion or debt
- carrying or associating with weapons
- concerning use of social media, gaming platforms or multiple accounts
- being collected by unknown adults or travelling unexpectedly
- declining attendance, engagement or educational progress
- concerns affecting several children or linked to the same location, group or individual

These indicators do not confirm that harm has occurred. Staff must report concerns to the DSL so that they can be considered alongside other information known about the child, their peers and the wider context.

Concerns must be reported and recorded in accordance with Section D.

Understanding Our Local Safeguarding Context

Contextual Concerns	How we aim to address it
Neglect and unmet basic needs	- Early identification through CPOMS, attendance information, pastoral monitoring, pupil voice and staff observations - Staff training and safeguarding updates support staff to recognise indicators of neglect and understand that concerns may be cumulative - Child and Family Support Worker provides practical support to children and families, including signposting and support to access appropriate services - Early Help/Family Help and multi-agency support are initiated where appropriate - Pastoral support and trusted adults provide children with opportunities to share worries and seek help - Concerns are monitored over time to identify patterns, changes or escalating need

Emotional wellbeing, mental health and self-esteem	- Early identification through CPOMS, pastoral systems, pupil voice, staff observations and communication with parents/carers - SCARF, RSHE, assemblies and the wider curriculum support emotional literacy, resilience, self-esteem and help-seeking - Access to trusted adults, safe spaces, emotion coaching and targeted pastoral interventions - Individual support and reasonable adjustments are provided according to the child's needs - Child and Family Support Worker works with children and families and supports referrals or signposting to appropriate external services - Staff receive relevant training and updates to help identify changes in children's emotional wellbeing and respond appropriately
Online harm and exposure to inappropriate content (e.g. WhatsApp, Snapchat, gaming platforms, pornography)	- Curriculum includes dedicated online safety sessions in computing lessons, through SCARF, Speak Out Stay Safe and RSHE - Targeted e-safety assemblies and lessons, for children and staff - Parent Forum for online safety and information flyers on managing online safety at home - Regular communication through Dojo and website links - Online safety information and resources are shared with families through Class Dojo, the school website, parent information and workshops, with additional support available from the Child and Family Support Worker where needed.
Problematic sexualised behaviour and insecure understanding of healthy relationships	- Age-appropriate RSHE curriculum in line with statutory guidance, with focus on consent, boundaries and respectful relationships - Targeted interventions through DART (Drugs, Alcohol and Resilience Training), EMUS and small-group pastoral provision - All staff trained in recognising and supporting children displaying harmful sexual behaviour - External support through NCC Healthy Relationships Team and early intervention via Early Help referrals - Individual safety and support plans are put in place where required, with appropriate work with parents/carers and external agencies.
Domestic abuse and trauma	- Access to DART programme and trauma-informed pastoral support - Trained Child and Family Support Worker delivering Early Help and parenting support - Staff CPD on trauma, attachment and relational behaviour approaches - Use of emotion coaching, worry boxes and safe spaces in classrooms - Pastoral register and provision maps monitored to ensure appropriate support is in place - NSPCC Speak Out, Stay Safe annually. - Families are offered practical and emotional support through the Child and Family Support Worker, including Early Help/Family Help, signposting and support to access specialist domestic abuse services where appropriate.
Parental conflict, family breakdown and changes in family circumstances	- Staff remain alert to changes in a child's behaviour, emotional wellbeing, attendance or presentation that may indicate difficulties within the family - Children are offered access to trusted adults and appropriate pastoral

	support - Child and Family Support Worker provides support to children and families, including signposting and coordination with other services where appropriate - Early Help/Family Help is considered where families would benefit from additional or coordinated support - Relevant information is shared appropriately to ensure that changes in family circumstances and any associated safeguarding risks are understood and responded to - Where concerns indicate domestic abuse or a risk of harm, safeguarding procedures are followed without delay
Risk of violence, exploitation and criminal exploitation (CCE)	- High-quality safeguarding teaching through GREAT Project, EMUS, and SCARF to develop emotional literacy and protective behaviours - Support for pupils at risk via inclusion and behaviour support strategies - Close monitoring of pupils vulnerable to exploitation via pastoral systems and multi-agency work - PCSO's deliver targeted assemblies
Exposure to alcohol and drug misuse within the home or community	- Early identification of children affected via pastoral systems, CPOMS tracking and pupil voice - Use of the DART programme to support children's understanding in an age-appropriate way - SCARF curriculum and RSHE lessons include content on healthy choices, peer pressure and understanding safe environments - Engagement with external agencies such as Change Grow Live (CGL), Early Help and Social Care, where appropriate - Child and Family Support Worker provides direct support to families, signposting to services and coordinating multi-agency input - Safeguarding updates for staff include guidance on recognising signs of substance misuse in families
Child-on-child abuse, bullying and harmful behaviour between children	- A whole-school culture promotes respectful relationships and makes clear that harmful behaviour, bullying and abuse are not acceptable or an inevitable part of growing up - SCARF, RSHE, assemblies and the wider curriculum teach children about healthy relationships, consent, boundaries, respect, discrimination, online behaviour and how to seek help - Staff are trained to recognise and report child-on-child abuse, including bullying, discriminatory behaviour, sexual harassment, harmful sexual behaviour and online abuse - Concerns are recorded and monitored through CPOMS to identify patterns, repeated incidents and children who may require additional support - Individualised pastoral support, safety planning and interventions are provided where required - Parents/carers and external agencies are involved where appropriate, with the needs and safety of all children considered
Children with SEND and additional communication needs	- Staff recognise that children with SEND may face additional safeguarding vulnerabilities and that indicators of abuse or neglect must not be assumed to relate to a child's SEND

	- Safeguarding education is adapted to ensure that it is accessible and meaningful, with appropriate communication methods, resources and reasonable adjustments - Children are provided with accessible ways to report worries and are supported to identify trusted adults and understand how to seek help - Staff use their knowledge of the individual child to recognise changes in behaviour, communication, presentation or emotional wellbeing that may indicate a safeguarding concern - The DSL, SENCO, pastoral team, parents/carers and relevant professionals work together to understand and respond to the child's needs - Individual support, safety planning and interventions are adapted to the child's communication, learning and developmental needs - Assemblies are delivered to raise the profile and awareness of different needs
--	--

The DSL will consider safeguarding information and patterns to identify:

- locations where children may feel or be unsafe
- peer groups or relationships associated with increased risk
- recurring concerns involving particular times, journeys or activities
- online platforms or technologies associated with harm
- groups of children who may require additional support
- gaps in our school's policies, curriculum, supervision or physical environment

Responding to Extra-Familial Harm

Where extra-familial harm is suspected, we will:

- consider the child's immediate safety and the risk to other children
- listen to the child and consider their wishes, feelings and lived experience
- record and report the concern through our school's safeguarding procedures
- consider the locations, relationships, peer groups and online environments connected to the concern
- share information and make referrals where required
- work with parents or carers where it is safe and appropriate
- contribute to multi-agency assessments, plans and disruption activity
- provide appropriate safeguarding and pastoral support
- review whether changes are required to supervision, transport, timetabling, site arrangements or the curriculum.

We will avoid responses which place responsibility on the child for harm caused through grooming, coercion, exploitation or abuse. Behavioural or disciplinary action will be considered alongside the child's safeguarding needs and must not replace an appropriate safeguarding response.

Reporting and referral procedures are set out in Section D, and support pathways are set out in Section E.

Professional Curiosity and Inclusive Practice

Staff must remain professionally curious and consider whether a child's behaviour or circumstances indicate harm that has not been disclosed.

Staff must be alert to bias, stereotyping and adultification. Cultural awareness should support respectful practice but must not discourage professional challenge or delay safeguarding action.

Children with SEND, communication needs or other additional vulnerabilities may require adapted reporting arrangements and support.

Working with Children, Families and Safeguarding Partners

We will use accessible opportunities for pupil voice to understand where and when children feel safe or unsafe.

Parents and carers will be involved where safe and appropriate, but their involvement must not delay protective action or place a child or another person at greater risk.

We will work with safeguarding partners and other relevant organisations to share information, assess risk, coordinate support and disrupt opportunities for abuse or exploitation.

Review of Contextual Safeguarding Arrangements

The DSL and senior leaders will review contextual safeguarding information regularly and after significant incidents. The review will consider whether:

- identified risks have changed
- safeguarding responses are improving children's safety
- children know how and where to seek help
- staff training reflects current risks
- the curriculum addresses relevant local and online concerns
- supervision and environmental arrangements remain appropriate
- further action or multi-agency support is required

Relevant findings will inform the child protection policy, safeguarding training, curriculum planning, pastoral support and wider school procedures.

Identified curriculum needs will inform Section J: Safeguarding and Preventative Education.

Section H - Child-on-Child Abuse and Harmful Sexual Behaviour

At The Flying High Academy Ladybrook, we recognise that children can abuse other children and that this can happen inside or outside school and online. Child-on-child abuse will always be taken seriously and responded to as a safeguarding concern. We maintain an attitude of **"it could happen here"**, even where no incidents have been reported. Abuse will not be tolerated or dismissed as banter, having a laugh, part of growing up or boys being boys.

Child-on-child abuse may include, but is not limited to:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying, including racism and faith-targeted abuse
- physical, emotional or psychological abuse
- controlling or coercive behaviour within peer or intimate relationships
- abuse connected to prejudice, misogyny, misandry or harmful attitudes
- initiation or hazing-type violence and rituals
- online abuse, harassment, impersonation or manipulation
- abuse involving threats, intimidation, exploitation or serious violence
- sexual harassment, sexual abuse or sexual violence
- consensual or non-consensual sharing of nude or semi-nude images
- the use of technology or generative AI to create, alter or distribute harmful material, including digitally altered or AI-generated sexual images

Children's sexual behaviour exists on a continuum ranging from developmentally expected behaviour to inappropriate, problematic, abusive or violent behaviour. Staff must not attempt to make specialist assessments outside their role.

Reporting Concerns

All concerns about child-on-child abuse or harmful sexual behaviour must be reported to the DSL or a Deputy DSL without delay and recorded in accordance with the school's safeguarding procedures.

Staff must follow Section D: *Responding to a Disclosure, Reporting Safeguarding Concerns and Recording Concerns, Decisions and Actions*. Staff must not investigate concerns themselves or intentionally view, copy, print, save, forward or ask a child to share harmful digital material.

The absence of the DSL or a Deputy DSL must not delay protective action. Any member of staff may make a direct referral to children's social care or contact the police where necessary.

Responding and Supporting Children

The DSL will consider the immediate safety, welfare, wishes and needs of all children involved and whether Early Help, Family Help, specialist support, children's social care or police involvement is required.

Our response will consider the needs of the child who has experienced harm, the child alleged to have caused harm and any other children who may have been affected. Appropriate risk and needs assessments, safety planning and support will be put in place and reviewed where required.

Safeguarding action and disciplinary action may take place alongside each other where appropriate. Children alleged to have caused harm will also receive an appropriate safeguarding response and support.

Further Procedures

Detailed procedures for recognising, reporting, assessing and responding to child-on-child abuse and harmful sexual behaviour, including harmful digital material, risk and needs assessments, support, parental involvement, prevention and review, are set out in the school's Child-on-Child Abuse Policy 2026–2027.

This section must be read alongside the Child-on-Child Abuse Policy and the school's Relationship and Positive Behaviour, Anti-Bullying, Online Safety and Relationships Education/RSHE/PSHE policies.

Section I - Online Safety

At The Flying High Academy Ladybrook, online safety is an essential part of our whole-school safeguarding approach. We recognise that technology provides significant opportunities for learning, communication and participation, but may also expose children to abuse, exploitation, harmful content, inappropriate contact or other online harms. Online and offline concerns will be considered together, recognising that children's experiences and relationships may move between the two. Our approach is implemented consistently through our Online Safety Policy, ICT and Internet Acceptable Use Policy, Mobile Phone Policy and filtering and monitoring arrangements.

Areas of Online Risk

Our approach considers the four broad areas of online risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

Staff will consider whether online behaviour or content indicates wider abuse, neglect, exploitation, harmful peer relationships or risk outside our school.

Whole-School Approach

We will maintain Online Safety and Acceptable Use policies, appropriate filtering and monitoring systems, clear reporting procedures and age-appropriate online safety education. Our arrangements will address personal devices, mobile networks, emerging technology and risks arising away from school.

Online concerns will be managed through our safeguarding procedures. Staff must report concerns to the DSL without delay where a child may be at risk of harm.

Further information: [Teaching online safety in schools](#)

Filtering and Monitoring

The governing body or proprietor will ensure that appropriate filtering and monitoring systems are in place on school-owned devices and networks. These systems will be proportionate to the children's ages and needs, our provision and identified risks, and will comply with current Department for Education standards.

The responsible senior leader, supported by the DSL and IT staff or technical provider, will ensure that:

- access to illegal and harmful content is restricted
- concerning activity and system failures are identified and acted upon
- filtering does not unreasonably restrict teaching and learning
- staff understand their responsibilities and how to report concerns

Filtering and monitoring do not replace appropriate supervision, education or professional curiosity.

At The Flying High Academy Ladybrook, filtering and monitoring is provided through iBoss and Senso, with technical support provided by LEAD IT and oversight from the DSL and senior leaders. Relevant alerts are reviewed promptly and safeguarding concerns arising from monitoring activity are followed up in accordance with the school's safeguarding procedures. Where appropriate, concerns and patterns are considered by the DSL team through regular safeguarding meetings to ensure that actions are followed through and emerging risks are identified.

The effectiveness of filtering and monitoring arrangements forms part of the school's wider online safety review and audit processes. The DSL team works alongside senior leaders, curriculum leads and technical colleagues to consider whether systems remain appropriate to the age and needs of our pupils, identified safeguarding risks and the way technology is used across the school. Findings and required actions are used to inform ongoing improvements to systems, staff awareness and online safety education.

Further information: [Meeting digital and technology standards in schools and colleges](#), [Plan technology for your school](#) and [Appropriate Filtering and Monitoring](#)

Review of Filtering and Monitoring

Filtering and monitoring systems will be reviewed at least annually and following significant incidents, system failures or changes to technology, provision or identified risk. The review will:

- test filtering across relevant devices, networks and locations
- check that monitoring alerts reach the appropriate staff
- consider how alerts, breaches and system failures have been managed
- identify actions, responsibilities and timescales for improvement

The findings and resulting actions will be recorded and reported to the governing body or proprietor.

Further information: [Verify your Internet is Filtered](#) and [Online Safety Self-Review Tool for Schools - 360 safe](#)

Generative Artificial Intelligence

We recognise that generative AI may support education but may also create safeguarding, data protection, ethical, security and intellectual property risks.

At The Flying High Academy Ladybrook, generative AI may only be used through tools and systems approved by the school and Flying High Partnership. Staff use of generative AI must take place through approved accounts and devices and in accordance with the Trust AI Policy, data protection requirements and the school's Acceptable Use and Online Safety policies. Microsoft Copilot is currently an approved tool for staff use through school systems. Personal, confidential or safeguarding information must not be entered into generative AI tools unless the specific use has been formally approved and meets the school and Trust's data protection and information security requirements.

Where pupils are given access to generative AI as part of their education, this will be age-appropriate, purposeful and supervised, using only tools that have been approved by the school. Children will be taught about the opportunities and limitations of AI, including the importance of questioning the accuracy and reliability of generated content and recognising AI-generated or manipulated material. Any safeguarding concern arising from the use of AI will be reported and managed through the school's usual safeguarding procedures.

Children and staff will receive appropriate guidance about the safe and responsible use of AI. We will consider:

- the age and suitability of AI products
- how personal or sensitive information is processed
- the accuracy, bias and reliability of generated content
- inappropriate or harmful interaction with AI applications
- manipulation, impersonation and misleading content
- whether filtering and monitoring systems apply effectively to AI services
- the potential for AI to facilitate bullying, grooming, exploitation or other harm
- the need for human oversight of decisions affecting children

Staff must not enter confidential, personal or safeguarding information into an AI service unless its use has been formally approved and complies with our data protection and information security arrangements.

Concerns involving AI-generated or altered harmful material must be reported to the DSL and be managed under Section H, where applicable.

More information: [Generative artificial intelligence \(AI\) in education](#)

Mobile Phones and Smart Technology

The Flying High Academy Ladybrook operates as a mobile phone-free environment by default. Any exceptions will be determined by the school and clearly explained in its policy. Our arrangements will address:

- when and where mobile phones or smart devices may be brought onto the premises
- whether devices must be switched off, stored or surrendered during our school hours
- reasonable exceptions for medical needs, SEND reasonable adjustments, or individual travel or safeguarding needs
- the use of devices by staff, visitors and contractors
- photography, video and audio recording
- responses to policy breaches
- how safeguarding concerns involving a device will be reported and managed

At The Flying High Academy Ladybrook, we operate as a mobile phone-free environment by default. Pupils must not use mobile phones during the school day or whilst on the school site. Where pupils bring a phone to school, devices are handed in on arrival, stored securely for the duration of the school day and returned at dismissal. Smartwatches and similar devices with communication, recording or camera capability are subject to the same restrictions. Exceptions may be agreed by the Headteacher where necessary to meet medical needs, SEND reasonable adjustments or individual travel or safeguarding needs; these will be risk assessed, subject to agreed arrangements and reviewed regularly.

Staff, visitors and volunteers must follow the requirements set out within our Mobile Phone and Acceptable Use policies. Personal devices must not be used to photograph or record pupils, and any concern that a device has been used to access, create, store or share harmful or inappropriate material will be reported immediately and managed in accordance with the school's safeguarding procedures.

We recognise that personal devices and mobile networks may bypass our filtering and monitoring systems. Staff must remain alert to this risk and follow the agreed supervision and reporting procedures.

More information: [Mobile phones in schools](#) and [Searching, screening and confiscation in schools](#)

Cybersecurity and Information Security

We will follow current Department for Education cybersecurity standards and maintain appropriate arrangements to protect systems, accounts and personal information.

Cybersecurity incidents may also be safeguarding incidents. Where an incident affects or may place a child at risk, the DSL, senior leaders, data protection lead and technical staff will coordinate the response.

Detailed technical arrangements are set out in our cybersecurity, data protection and acceptable-use procedures.

Staff Responsibilities

Staff must:

- follow our Online Safety, Acceptable Use and Staff Behaviour policies
- use school technology and accounts only for authorised purposes
- maintain professional boundaries in electronic communication
- supervise children's use of technology appropriately
- report harmful content, concerning contact, system breaches and filtering or monitoring failures
- preserve relevant information without investigating safeguarding concerns themselves

Staff must not ask a child to share harmful digital material or use personal devices or accounts to communicate with children unless expressly authorised.

Concerns involving harmful digital material must be managed in accordance with Section D: Responding to a Disclosure and Section H: Reporting Child-on-Child Abuse and Harmful Sexual Behaviour.

More information: [Meeting digital and technology standards in schools and colleges](#) and [National Cyber Security Centre information for schools](#)

Online Safety Education

Children will receive planned, progressive and age-appropriate education which helps them to:

- recognise online risks and harmful behaviour
- understand privacy, consent, personal information and digital footprints
- use technology safely, respectfully and responsibly
- recognise grooming, manipulation, impersonation and exploitation
- evaluate information critically and recognise misinformation and disinformation
- understand the opportunities and risks associated with generative AI
- report concerns and preserve relevant evidence safely
- know where to seek help within and outside our school

Teaching will be accessible and adapted to children's developmental stages, communication needs and SEND. Further arrangements are set out in Section J: Curriculum Content and our Online Safety Policy.

Further information: [KCSIE 2026, Annex A](#)

Working with Parents and Carers

We will explain our online safety expectations and provide parents and carers with relevant information about devices, gaming, social media, parental controls, AI, emerging risks and reporting routes.

Parents and carers should report online safeguarding concerns promptly. Where a child may be at risk of harm, we will follow our safeguarding procedures and share information with statutory services where necessary.

Further information: [CEOP Education - Parents and Carers](#) and [UK Safer Internet Centre - Parents and Carers](#)

Remote Education and Learning Away from our School

Where children access remote education, we will:

- use approved platforms and account
- maintain professional boundaries
- apply appropriate privacy and security settings
- set clear expectations for staff and children
- provide accessible reporting routes

Children and parents or carers will receive appropriate online safety guidance. Concerns will be managed through our safeguarding procedures. Remote education does not reduce our safeguarding responsibilities.

Reporting and Reviewing Online Concerns

All online safeguarding concerns must be reported and recorded in accordance with Section D: Reporting Safeguarding Concerns and Recording Concerns, Decisions and Actions. Staff must consider:

- the child's immediate safety
- whether other children may be affected
- whether relevant information must be preserved
- whether parents or carers should be informed
- whether specialist advice or referral is required

The DSL and senior leaders will review online incidents and patterns to identify any required changes to filtering and monitoring, staff training, curriculum, supervision, policies or support.

Section J - Safeguarding and Preventative Education

At The Flying High Academy Ladybrook, safeguarding is embedded across the curriculum and wider school culture. We provide planned, progressive and age-appropriate education which helps children recognise risk, develop safe and respectful relationships, report concerns and seek help.

Our approach reflects statutory curriculum requirements, KCSIE 2026, local safeguarding priorities and the needs of our children.

Our safeguarding curriculum is underpinned by our WORLD curriculum principles – Wisdom, Opportunity, Reading and Vocabulary, Legacy and Diversity – and is designed to equip children with the knowledge, language, experiences and confidence they need to understand and navigate risk safely. Teaching is adapted to the age, developmental stage and individual needs of pupils and is responsive to emerging safeguarding themes, incidents and risks within our school and local community.

Whole-School Approach

Safeguarding education is delivered through:

- Relationships, Sex and Health Education
- Personal, Social, Health and Economic Education
- Computing and Online safety
- Citizenship and other relevant curriculum subjects
- assemblies, workshops and themed activities
- pastoral support and targeted intervention
- wider school expectations, relationships and routines

Safeguarding messages will be reinforced through the curriculum, pastoral support and the conduct modelled by adults. We will promote respect and make clear that abuse, bullying, harassment, discrimination and violence are unacceptable. Children are regularly reminded how and where they can report concerns and are encouraged to speak to a trusted adult or use the school's alternative reporting mechanisms where they find this difficult.

Curriculum Content

Children will be taught, in an age-appropriate and accessible way, about matters including (but not limited to):

- healthy and respectful relationships, and consent
- personal boundaries, bodily autonomy and seeking help
- bullying, cyberbullying and prejudice-based behaviour
- child-on-child abuse and harmful behaviour
- domestic abuse and its impact on children
- online safety, digital resilience and responsible use of technology
- privacy, personal information and digital footprints
- harmful online contact, manipulation and exploitation
- generative AI, manipulated content, misinformation and disinformation
- criminal and financial exploitation, county lines and serious violence
- grooming, coercion and controlling behaviour
- radicalisation and extremism
- harmful practices, including female genital mutilation and forced marriage
- mental health, emotional wellbeing and resilience
- substance misuse and other risk-taking behaviour
- road, fire, water and personal safety
- how and where to report concerns and obtain support

We will not rely solely on individual lessons or one-off events. Safeguarding knowledge and protective behaviours will be developed and reinforced over time.

Further detail about the content and sequencing of safeguarding education can be found within our RSHE/PSHE curriculum and Safeguarding in the Curriculum overview. This should be read alongside our RSHE, Online Safety, Child-on-Child Abuse, Anti-Bullying and Relationship and Positive Behaviour policies, which are available through the school website or on request from the school office.

Detailed online safety arrangements are set out in Section I, and child-on-child abuse is addressed in Section H.

Local and Emerging Safeguarding Risks

The curriculum will be informed by:

- safeguarding concerns and patterns identified within our school
- children's views and experiences
- local safeguarding information
- relevant attendance, behaviour and online safety information
- advice from Nottinghamshire safeguarding services
- emerging national and online risks
- learning from safeguarding incidents, audits and practice reviews

Content will be updated where safeguarding information identifies new risks or gaps in children's knowledge. Our school-specific contextual concerns and responses are set out in Section G: Understanding Our Local Safeguarding Context.

Accessibility and Inclusion

Safeguarding education will be appropriate to children's ages and developmental stages and accessible to children with SEND, communication needs, health conditions or other additional vulnerabilities.

We will make reasonable adjustments and consider whether individual children require preparation, targeted teaching or additional support. Children will not be unnecessarily excluded from important safeguarding education.

Additional safeguarding barriers are addressed in Section F: Children Who May Be at Greater Risk of Harm.

Safe Delivery

Sensitive safeguarding topics will be taught by staff who have appropriate knowledge, confidence and support. Staff will:

- use accurate, age-appropriate and inclusive language
- establish clear expectations for respectful discussion
- avoid asking children to share personal experiences publicly
- remain alert to distress, questions or possible disclosures
- explain that confidentiality cannot be promised where a safeguarding concern arises
- report concerns without delay in accordance with Section D: Reporting Safeguarding Concerns

External speakers and organisations will be checked for suitability. Their materials and intended content will be reviewed in advance, and a member of staff will remain responsible for the session and for responding to any safeguarding concerns. Safeguarding arrangements for visitors and external providers are set out in Section L.

At The Flying High Academy Ladybrook, children are regularly reminded through lessons, assemblies and wider safeguarding messages about the trusted adults they can speak to in school and the different ways they can report a concern. Children can speak to any member of staff and are also reminded of alternative reporting routes, including classroom worry boxes and the 'I am Worried' section of the school website. Children are signposted, where appropriate, to age-appropriate external sources of information, advice and support.

We recognise that some children, including those with SEND or communication needs, may experience additional barriers to recognising or reporting concerns. Reporting arrangements and safeguarding education will therefore be adapted to the individual child and may include visual or alternative communication approaches, simplified or repeated language, additional processing time, support from a familiar or trusted adult and opportunities to communicate in a way that is accessible to them. Staff will remain alert to changes in behaviour, presentation or communication that may indicate a concern where a child is unable to report this verbally.

Empowering Children to Seek Help

Children will be helped to understand:

- that abuse, neglect, exploitation, bullying and harassment are never their fault
- that unsafe or harmful behaviour should be reported
- who they can speak to at our school and how to report concerns
- what may happen after they raise a concern
- that they will be listened to, taken seriously and supported
- where they can obtain help outside our school

We will use pupil voice and other accessible feedback methods to understand whether children feel safe, know how to report concerns and have confidence in the response they will receive. The school's reporting arrangements are set out in Section A: Reporting Systems for Children.

Working with Parents and Carers

We will provide parents and carers with appropriate information about our safeguarding curriculum and relevant policies and support them to reinforce safeguarding messages at home.

We will consider their views while continuing to meet our statutory curriculum and safeguarding responsibilities. Concerns about curriculum content will be managed through our agreed procedures.

Staff Responsibilities

All staff should reinforce safeguarding messages through their teaching, conduct and interactions with children.

Staff responsible for planning or delivering the curriculum will ensure that content is accurate, progressive, accessible and appropriate to children's needs. They will respond appropriately to questions and disclosures, report concerns without delay and contribute to curriculum review.

Staff will receive appropriate training and guidance to support safe and effective delivery.

Review and Evaluation

We will review safeguarding and preventative education at least annually and sooner where statutory guidance, local or online risks, safeguarding information or learning from practice indicates that change is required. The review will consider whether:

- required content is taught progressively and accessibly
- children can recognise risks and identify sources of help
- staff are confident and appropriately supported
- resources and external providers remain suitable

The Headteacher will lead the annual review of safeguarding and preventative education, working with the Child and Family Support Worker, Inclusion Team and relevant curriculum leads. Impact will be evaluated using a range of evidence, including safeguarding and CPOMS data, pupil voice, staff feedback and training needs, curriculum monitoring, attendance and behaviour information and emerging school, local and online safeguarding themes.

The review will consider whether provision is reaching and meeting the needs of all children, including those with SEND and other vulnerabilities, and whether any changes are required to the curriculum, staff training, resources, supervision or wider safeguarding arrangements.

Key findings, identified themes and any actions required will be reported to the Senior Leadership Team and the governing body through the school's established safeguarding reporting and monitoring arrangements. Actions will be monitored by the DSL and reviewed to ensure that agreed improvements have been implemented and are having the intended impact.

Section K – Concerns and Allegations About Adults

At The Flying High Academy Ladybrook, all concerns about adults working in or on behalf of our school will be reported promptly and managed fairly and consistently in accordance with Part four of KCSIE 2026 and Nottinghamshire procedures.

This section applies to staff, supply staff, trainee teachers, volunteers, contractors and other adults working in or on behalf of our school. Concerns may meet the harm threshold or may be low-level concerns.

Allegations That May Meet the Harm Threshold

An allegation may meet the harm threshold where an adult working in or on behalf of our school has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm
- behaved, or may have behaved, in a way that indicates they may not be suitable to work with children

The final criterion may apply where behaviour outside our school raises concerns about the adult's suitability to work with children. This is known as transferable risk.

Staff must report allegations immediately and must not investigate the matter, question witnesses or discuss it with colleagues.

Reporting Allegations

Allegations about a member of staff, supply staff, trainee teacher, volunteer or contractor must be reported immediately to the Headteacher, who will normally act as the case manager.

Where the allegation concerns the Headteacher, it must be reported to the Chair of Governors. Where there is a conflict of interest, the concern must be reported directly to the Local Authority Designated Officer (LADO).

At The Flying High Academy Ladybrook, allegations about a member of staff, supply staff, trainee teacher, volunteer or contractor must be reported immediately to the Headteacher, Evie Scarborough, who will normally act as Case Manager. The Headteacher will liaise with the FHP Safeguarding Leader, FHP Safeguarding Team, FHP HR Team and LADO as appropriate.

Where an allegation concerns the Headteacher, it must be reported immediately to Richard Smith, Chair of Governors, who will act as Case Manager. The Chair of Governors will liaise with Paul Goodman, FHP Deputy CEO and Whistleblowing Officer, alongside the FHP Safeguarding Team, FHP HR Team and LADO as appropriate. The Chair of Governors will have undertaken appropriate Managing Allegations training.

Where the usual recipient is unavailable, or there is an actual or perceived conflict of interest, the concern must not be delayed. It should be reported to the appropriate alternative recipient or directly to the LADO.

The case manager will contact the LADO without delay and before beginning an internal investigation. Where there is an immediate risk to a child, appropriate action must be taken to secure the child's safety and contact the police or children's social care. Any safeguarding concern about a child arising from the allegation must also be managed in accordance with Section D.

For more information: [LADO Referral](#)

Initial Response and Case Management

The case manager will:

- ensure that the child is safe and appropriately supported
- record the concern accurately and preserve relevant information
- consult the LADO and follow the advice provided
- consider whether the police or children's social care should be involved
- consider the support required by the adult subject to the allegation
- maintain appropriate confidentiality

- ensure that decisions, actions and reasons are recorded

The welfare of the child is the priority. The process must also be fair to the adult who is the subject of the allegation. The case manager will not inform the adult of the details of the allegation until this has been agreed with the LADO and, where involved, the police or children's social care.

Supply Staff, Contractors and Trainee Teachers

We will not stop using an individual solely to avoid managing an allegation.

Where the adult is supplied or employed by another organisation, we will inform the organisation, consult the LADO and agree respective responsibilities. The employer may undertake its own employment or disciplinary process, but we remain responsible for managing the safeguarding allegation.

Allegations concerning trainee teachers will be managed through the same procedures, with the employing organisation or training provider involved according to the trainee's status. Their checking and induction arrangements are set out in Section L.

Suspension and Alternative Arrangements

Suspension is not automatic. The case manager will consider the risk to children and whether it can be managed safely through changed duties, additional supervision, redeployment or other temporary arrangements.

The LADO and, where relevant, the police or children's social care will be consulted before a decision is made. The decision and reasons will be recorded.

Where suspension is necessary, the adult will receive appropriate information, an identified contact and support.

Supporting Children and Adults

We will consider the support required by the child, their parents or carers and any other affected children. This may include a trusted adult, pastoral or specialist support, safety planning, appropriate information and protection from bullying or intimidation.

The child's wishes and feelings will be considered, although information may be restricted where disclosure could prejudice an investigation or affect another person's rights.

The adult subject to the allegation will be treated fairly, given appropriate information and support and advised to seek assistance from their trade union, professional association or another independent source.

Confidentiality

Information will be shared only with those who need it to safeguard children, support those involved or manage the allegation. All parties must maintain confidentiality and must not share information through social media or with the wider school community.

We will follow statutory restrictions on publishing information which may identify a teacher who is the subject of an allegation before they are charged, unless those restrictions are formally lifted.

Communication with parents, carers, staff or the wider community will be agreed with the LADO and, where involved, the police or children's social care.

General information-sharing requirements are set out in Section D: Confidentiality and Information Sharing.

Outcomes and Record Keeping

The outcome of an allegation will be recorded using the terminology set out in KCSIE 2026:

- substantiated: there is sufficient evidence to prove the allegation;
- malicious: there is sufficient evidence to disprove the allegation and evidence of a deliberate act to deceive or cause harm;
- false: there is sufficient evidence to disprove the allegation;
- unsubstantiated: there is insufficient evidence either to prove or disprove the allegation; or
- unfounded: there is no evidence or proper basis supporting the allegation.

We will retain a clear and comprehensive summary of the allegation, how it was followed up, decisions made, the outcome and any learning arising from the case. Records will be retained securely in accordance with KCSIE 2026 and our retention arrangements. Employment references must be accurate, fair and not misleading.

Referrals to the DBS and Teaching Regulation Agency

Our school has a legal duty to refer an individual to the Disclosure and Barring Service where the statutory referral criteria are met, including where the person has been removed from regulated activity because they have harmed or pose a risk of harm to a child. Resignation, retirement, settlement or the end of a contract does not remove this duty.

Where a teacher has been dismissed or would have been dismissed for serious misconduct, our school will consider referral to the Teaching Regulation Agency. We will also consider referrals to any other relevant professional or regulatory body.

For more information: [Making barring referrals to DBS](#), [Teacher misconduct \(referral form\)](#) and [Teaching Regulation Agency](#)

Low-Level Concerns

A low-level concern is any concern about an adult's behaviour towards a child that:

- is inconsistent with the Staff Behaviour Policy or Code of Conduct
- does not meet the harm threshold or is not otherwise serious enough to require referral to the LADO
- may arise from conduct inside or outside work

“Low-level” does not mean insignificant. Examples may include overfamiliarity, favouritism, inappropriate communication, unauthorised photography, humiliating language or failure to maintain professional boundaries.

Low-level concerns may arise from suspicion, a complaint, a disclosure, something witnessed by a member of staff or information identified through checks or safeguarding processes.

Professional conduct and ongoing-suitability expectations are addressed in Section L: Ongoing Suitability and the Staff Behaviour Policy or Code of Conduct.

Reporting and Responding to Low-Level Concerns

All low-level concerns must be reported promptly through our school’s agreed procedure.

At The Flying High Academy Ladybrook, all low-level concerns should be reported promptly to the Headteacher, Evie Scarborough, and recorded securely in accordance with the school's agreed safeguarding procedures. Where the low-level concern relates to the Headteacher, it must be reported to Richard Smith, Chair of Governors. Where the usual recipient is unavailable or there is a conflict of interest, the concern should be reported through the appropriate alternative route and must not be delayed. Advice will be sought from the LADO where there is uncertainty about whether a concern meets the harm threshold.

The person receiving the concern will:

- record the details clearly and confidentially
- determine whether the concern may meet the harm threshold and seek advice from the LADO where there is doubt
- consider whether the Code of Conduct has been breached
- identify any appropriate management, support, training or disciplinary action
- review previous concerns to identify possible patterns

Where a pattern is identified, or the concern becomes more serious, our school will consider whether the harm threshold is met and whether referral to the LADO or another service is required.

Our school encourages staff to share self-referrals where they believe they may have acted in a way that could be misinterpreted, fell below expected professional standards or placed themselves in a situation which could appear compromising.

Whistleblowing

Staff who have concerns about poor or unsafe safeguarding practice should use our school’s Whistleblowing Policy.

Where staff feel unable to raise a concern internally or believe that a genuine safeguarding concern is not being addressed, they may contact the NSPCC Whistleblowing Advice Line via telephone at 0800 028 0285 or via email at help@nspcc.org.uk.

Whistleblowing arrangements do not replace the requirement to contact children's social care or the police where a child may be at risk of harm or in immediate danger.

Learning Lessons

At the conclusion of a case, the case manager and LADO will consider whether changes are required to safeguarding procedures, staff training, professional conduct expectations, supervision, recruitment or the school's safeguarding culture.

Learning will be shared appropriately while maintaining confidentiality. The governing body will receive suitable assurance that identified actions have been completed. Any required changes to induction or training will be addressed through Section M.

Section L - Safer Working Arrangements

At The Flying High Academy Ladybrook, we maintain safer working arrangements to ensure that adults working with children are appropriately selected, checked, inducted and supervised.

These arrangements apply according to the adult's role, responsibilities and contact with children and should be read alongside our safer recruitment, staff behaviour, visitor, educational visits, alternative provision and reasonable force procedures.

Safer Recruitment

Our school follows Part three of Keeping Children Safe in Education 2026 and will include:

- clear safeguarding expectations in recruitment materials
- scrutiny of applications, employment history, references and any gaps or inconsistencies
- appropriate safeguarding questions and online searches for shortlisted candidates
- all identity, qualification, right-to-work, prohibition, direction, DBS and barred-list checks required for the role
- involvement of at least one person who has completed appropriate safer recruitment training

Required checks will be completed and recorded before an adult begins unsupervised work with children. Recruitment information will be handled securely and retained in accordance with our procedures.

Recruitment panels will include at least one person who has completed appropriate Safer Recruitment training, which is refreshed in accordance with FHP training requirements.

For more information: [KCSIE 2026, Part 3](#)

Single Central Record

Our school will maintain an accurate and up-to-date Single Central Record covering the individuals and checks required by KCSIE 2026.

Responsibility for maintaining the record rests with the School Business Manager. The Single Central Record will be checked by the Headteacher half-termly and by the Chair of Governors at least termly

as part of the school's safeguarding assurance arrangements. The Single Central Record supports assurance but does not replace the underlying evidence, risk assessments or safer recruitment procedures.

For more information: [Check a teacher's record](#) and [KCSIE 2026, Part 3](#)

Ongoing Suitability

Safer recruitment continues after appointment. Staff must maintain appropriate professional boundaries and disclose any change in circumstances that may affect their suitability in accordance with the Staff Behaviour Policy or Code of Conduct.

We will consider further checks or a suitability review where a role changes, an individual moves into regulated activity, there is a significant break in service or relevant information raises concerns.

Concerns about an adult will be managed under Section K: Concerns and Allegations About Adults.

Regulated Activity and Volunteers

We will determine whether a role is regulated activity by considering the nature, frequency and circumstances of the work. The previous supervision exemption must not be relied upon where an activity now falls within the current definition of regulated activity. Before a volunteer begins work, we will assess and record:

- the activity and its frequency
- whether it is regulated activity
- the children's ages and needs
- the level of contact and supervision
- the checks permitted and required by law
- what is already known about the volunteer, including formal or informal information relevant to their suitability
- whether information or references regarding their suitability are available from other employment or voluntary activity

An enhanced DBS check, including children's barred-list information where legally required, will be obtained for volunteers engaging in regulated activity. A barred person must not be permitted to undertake regulated activity. As The Flying High Academy Ladybrook is subject to the Early Years Foundation Stage (EYFS) framework, volunteers must not begin working within provision covered by the EYFS framework until the school has received their enhanced DBS certificate, including children's barred-list information.

At The Flying High Academy Ladybrook, volunteer roles are approved and managed in accordance with the FHP Volunteer Policy. Before a volunteer begins, the school will consider their proposed role, suitability and level of contact with children and complete a risk assessment to determine the checks, induction and supervision required. Volunteers will complete the appropriate recruitment process, including an expression of interest, a vouch from a known and trusted member of staff, discussion with the Headteacher or designated senior leader and any safeguarding checks required for the role.

Where required, volunteers will complete a formal induction covering safeguarding and child protection procedures, reporting concerns, expected standards of conduct and relevant school procedures. Volunteers will be appropriately supervised, with a named supervisor, and arrangements will be reviewed where the nature, frequency or circumstances of their role change.

Supply Staff, Agency Staff and Trainee Teachers

We will obtain written confirmation that the required checks have been completed for supply and agency staff and will verify each person's identity on arrival.

Checks for trainee teachers will reflect whether they are employed by the school or placed through a training provider. Responsibility for checks will be confirmed before the placement begins.

Supply staff, agency staff and trainee teachers will receive safeguarding information proportionate to their role, including reporting routes, staff behaviour expectations and emergency procedures.

All new supply and agency staff will receive a school safeguarding induction from a member of the DSL team before working with pupils. This will include the school's contextual safeguarding issues, the identity and role of the DSL team, safeguarding reporting routes, staff behaviour expectations, relevant school policies and procedures and emergency arrangements. Trainee teachers will receive safeguarding information and induction appropriate to their role and placement.

Contractors and Self-Employed Individuals

Contractors and self-employed individuals will be checked and supervised according to their role, whether the work is regulated activity and their opportunity for contact with children.

Contractual arrangements will identify responsibility for checks and written assurance. We will verify identity on arrival and will not permit an individual to have unsupervised access to children unless appropriate checks have been completed.

Where a self-employed person requires a DBS check and cannot obtain one through another organisation, we will arrange the appropriate check where permitted.

Contractors working on site while children are present will receive a safeguarding induction from a member of the DSL team before commencing work. This will include the identity of the DSLs, safeguarding reporting arrangements and relevant school policies and procedures.

Visitors and Visiting Professionals

All visitors must follow our school's visitor procedures.

Visitors will always report to reception, provide appropriate identification, sign in, wear the identification issued by the school and follow our safeguarding and conduct expectations.

We will determine required checks and supervision according to the purpose and frequency of the visit and the visitor's contact with children. A DBS certificate will not be requested from every visitor.

Where an employer has completed the required checks, we may obtain written assurance and verify the visitor's identity.

Visitors who have not been appropriately checked must not have unsupervised access to children. Checking arrangements must not unnecessarily prevent statutory professionals from carrying out their duties.

Further arrangements for different categories of visitors, including professional visitors, governors, contractors, external organisations and VIPs, are set out in our Visitors and VIP Guidance.

External Providers and Use of Premises

Where our premises are used by an external provider working with children, we will seek assurance that appropriate safeguarding and child protection arrangements are in place.

Hire, lease or transfer-of-control agreements will identify safeguarding responsibilities, liaison and reporting arrangements. We will act where a provider fails to meet these requirements, including ending the arrangement where necessary.

Safeguarding concerns arising during externally managed activities should be reported to the provider and through our safeguarding procedures where appropriate. Where we arrange or supervise the activity, our child protection procedures apply.

For more information: [Out-of-school settings: safeguarding guidance for providers](#)

Educational Visits, Homestays and Residential Arrangements

Safeguarding will be considered when planning educational visits, exchanges, homestays, residential activities and overnight accommodation.

Risk assessments will consider children's needs and vulnerabilities, staffing and supervision, transport and accommodation, medical needs, personal devices, professional boundaries and procedures for reporting concerns away from school.

Educational visits are planned, submitted and monitored through the YMD Boon system. Emma Gerrard is the school's Educational Visits Coordinator (EVC) and is responsible for reviewing visit documentation and risk assessments before visits are approved in accordance with school and FHP procedures. Visits must be submitted sufficiently in advance to allow appropriate scrutiny, any necessary amendments and approval before the activity takes place.

Required checks will be completed for adults undertaking regulated activity. Where children stay with host families, we will follow the safeguarding and checking requirements in KCSIE 2026 and private fostering legislation.

Educational visits, residential activities and any exchange or homestay arrangements are planned and managed in accordance with the school's Educational Visits Policy and FHP procedures. Planning will take account of the individual safeguarding, SEND, medical and pastoral needs of participating

children, with appropriate adjustments, staffing and supervision arrangements identified through the risk-assessment process. Staff leading visits will ensure that safeguarding reporting arrangements are understood by accompanying adults and that concerns arising away from the school site can be reported and responded to without delay.

Safeguarding concerns arising during an activity must be managed in accordance with Section D.

For more information: [Health and safety on educational visits](#)

Reasonable Force and Restrictive Interventions

Our school does not operate a blanket “no contact” policy, as this could prevent staff from protecting a child, providing appropriate support or managing an immediate risk safely.

In all instances, staff will aim to de-escalate and contain a situation without the use of force. Staff may use reasonable force only where lawful, necessary and proportionate. Any force used must be no more than necessary and for the least amount of time. When considering or using reasonable force, staff will:

- prioritise prevention and de-escalation
- consider the child’s age, SEND, health, communication and mental health needs and any reasonable adjustments required under the Equality Act 2010
- use the least restrictive response available
- protect the child’s dignity
- seek medical assistance where required
- record and report all significant incidents involving the use of reasonable force and all incidents involving seclusion or restraint in accordance with the school’s Physical Intervention and Restrictive Practice Policy
- inform parents or carers as soon as practicable and, wherever possible, on the same day, subject to safeguarding exceptions
- review whether safeguarding concerns or further support are required

Restrictive intervention must never be used as punishment, to cause pain or merely to secure compliance. Planned interventions should be reflected in an appropriate support, behaviour or risk-management plan, including a Safety Passport where appropriate, and should identify reasonable adjustments, known triggers, preventative and de-escalation strategies and agreed approaches to reducing the need for restrictive intervention. Plans should be reviewed regularly and following a significant incident where appropriate.

This section should be read alongside the school’s Behaviour Policy and Physical Intervention and Restrictive Practice Policy.

Where an intervention raises a safeguarding concern about a child or adult, staff must follow Section D or Section K, as appropriate.

For more information: [Use of reasonable force in schools](#) and [Reducing the need for restraint and restrictive intervention](#)

Alternative Provision

Where we commission alternative provision, the school retains responsibility for safeguarding the child and for assuring itself that the provision is safe and suitable.

Before a placement begins, we will obtain written assurance and evidence regarding the provider's safeguarding arrangements and required checks, confirm where and by whom the child will be educated, share relevant safeguarding and risk information, and agree arrangements for attendance, welfare, safeguarding communication and reporting concerns.

The school will agree alternative provision placements with the Flying High Partnership, parents/carers and relevant external agencies, as appropriate. We will only commission provision from registered, quality-assured providers or providers that have been approved and quality-assured by the Local Authority.

As part of our due diligence and commissioning arrangements, the school will:

- complete the FHP Alternative Provision Checklist and Alternative Provision Transition Plan
- obtain written confirmation and appropriate evidence that required safeguarding and safer recruitment checks have been completed
- confirm the identity of the provider and the location at which the child will actually receive their education, including any subcontracted or satellite provision
- establish clear arrangements for reporting attendance and absence, including prompt notification where a child does not attend as expected
- agree how safeguarding concerns, incidents and changes in risk will be communicated to the school
- ensure that relevant safeguarding and risk information is shared securely with the provider
- maintain appropriate contact with the child and provider
- monitor the safety, suitability and effectiveness of the placement through regular visits by senior school staff, including members of the safeguarding team
- review the placement at least half-termly and record the outcome of these reviews.

The provider must notify the school promptly of any changes to staffing, location, ownership, subcontracting or delivery arrangements that could affect safeguarding or the suitability of the placement. Any such change will be considered by the school and further assurance obtained where necessary.

Safeguarding concerns arising within alternative provision will be reported to and acted upon by the school in accordance with this policy. Where the school is no longer satisfied that a placement is safe or suitable, appropriate action will be taken without delay, including ending the placement where necessary.

Further information about the safeguarding of individual children receiving alternative provision is set out in Section F: Children Receiving Alternative Provision.

Safeguarding Briefing and Conduct

Adults working in or on behalf of our school will receive safeguarding information proportionate to their role, including the identity of the DSL and deputies, reporting routes, conduct expectations and emergency procedures.

All adults must follow our safeguarding arrangements and report concerns without delay. Failure to comply may result in removal from the premises, termination of an activity or contract, disciplinary action or referral to a relevant agency or professional body.

Section M - Safeguarding Training and Policy Implementation

At The Flying High Academy Ladybrook, we ensure that staff, governors, trustees and volunteers have the safeguarding knowledge and confidence required for their roles.

Training will reflect KCSIE 2026, Working Together 2026, Nottinghamshire procedures, the needs of our children and relevant local or emerging risks.

The type and frequency of safeguarding training required for different roles is set out in the Flying High Partnership FHP Safeguarding Training Requirements table. In addition to school-based training and updates, the FHP Safeguarding Lead provides regular safeguarding updates to support consistent and up-to-date practice across the Partnership.

Safeguarding Induction

All staff will receive safeguarding and child protection induction, including appropriate online safety information, before working with children. Induction is appropriate to the individual's role and includes:

- the Child Protection Policy, Code of Conduct, Relational and Positive Behaviour Policy, Online Safety Policy and other safeguarding policies and procedures relevant to the role
- the identity and role of the DSL and Deputy DSLs and the school's safeguarding cover arrangements
- how to recognise, report and record concerns about a child
- how to report allegations or concerns about adults, including low-level concerns, and how to use the school's whistleblowing arrangements
- online safety and relevant responsibilities for filtering and monitoring
- emergency safeguarding procedures and the right of any member of staff to make a direct referral where necessary
- confirmation that Part One of KCSIE 2026 has been read and understood in full.

Safeguarding induction is coordinated by school leaders and completion is recorded as part of the school's training and induction records. Staff are expected to seek advice from the DSL or a Deputy DSL if they are unclear about any safeguarding responsibility or procedure.

Supply and temporary staff receive a safeguarding induction before working with children. This includes information about the DSL team, reporting procedures and how to respond to a safeguarding concern. Where they do not have access to CPOMS, they are provided with a safeguarding concern record form, which must be passed to a DSL or Deputy DSL without delay.

Trainee teachers, volunteers, contractors and other adults receive safeguarding information and induction proportionate to their role, responsibilities and level of contact with children before commencing their duties.

Relevant safeguarding responsibilities and procedures are set out in Sections C, D, I and K of this policy.

Staff Training and Updates

All staff will receive safeguarding and child protection training which is regularly updated and appropriate to their role. They will also receive safeguarding updates as required and at least annually. Training will include, where relevant:

- recognising and responding to abuse, neglect, exploitation and other safeguarding concerns
- reporting, referrals, information sharing and confidentiality
- Early Help, Family Help and multi-agency working
- children who may be at greater risk of harm
- child-on-child abuse and domestic abuse
- online safety, generative AI, filtering and monitoring
- children absent from education, mental health and exploitation
- concerns about adults, whistleblowing and professional boundaries
- changes to statutory guidance, Nottinghamshire procedures and local or emerging safeguarding risks.

Training and updates reflect the school's safeguarding context and are informed by safeguarding data, emerging themes, learning from incidents, complaints, audits and safeguarding practice reviews.

Safeguarding updates are provided through weekly staff communications and staff briefings, with additional training delivered through staff meetings, the National College, and other professional development as required. Staff complete relevant safeguarding training through the National College, including required updates and modules appropriate to their role. Relevant information is shared with all appropriate staff groups, including the Play Team.

Staff who join the school during the academic year receive safeguarding induction before working with children and are provided with any additional training necessary for their role, including relevant National College training. Where a member of staff misses required safeguarding training or an update, arrangements are made for this to be completed at the earliest opportunity.

DSL and Deputy DSL Training

The DSL and Deputy DSLs receive safeguarding and child protection training appropriate to their role at least every two years. Their knowledge and skills are refreshed at regular intervals, and at least

annually, through training, safeguarding briefings, professional networks, e-bulletins and other relevant professional development.

This includes participation in Local Authority DSL Network events, FHP safeguarding updates, Andrew Hall safeguarding briefings and other relevant local and national safeguarding training and updates.

Training and professional development enable the DSL and Deputy DSLs to:

- understand assessment, referral and child protection processes
- apply Nottinghamshire thresholds and escalation procedures
- contribute effectively to Family Help and multi-agency working
- understand information-sharing and record-keeping responsibilities
- support children who may be at greater risk of harm
- manage child-on-child abuse concerns
- understand online safety and filtering and monitoring systems
- manage safeguarding concerns about adults
- support and advise staff
- keep safeguarding policies and practice under review.

The Headteacher, Evie Scarborough, who is also the DSL, will ensure that the deputy safeguarding leads will have the time, funding, resources and support required to maintain their knowledge and carry out their responsibilities effectively.

Training requirements, including the training required for individual roles and the frequency with which it must be completed, are set out in the FHP Safeguarding Training Requirements table.

The responsibilities attached to these roles are set out in Section C: Designated Safeguarding Lead and Deputy DSLs and Safeguarding Cover.

Governor Training

Governors receive safeguarding and child protection training as part of their induction and regular updates thereafter, in accordance with the FHP Safeguarding Training Requirements. All governors receive safeguarding training and updates every September, with additional updates provided throughout the year where required. The FHP Safeguarding Lead provides safeguarding training and updates to support governors in understanding their strategic responsibilities, providing effective challenge and assuring themselves that safeguarding arrangements are effective.

Training includes, as appropriate, KCSIE 2026, safer recruitment, concerns about adults, online safety, filtering and monitoring, children who may be at greater risk of harm and oversight of safeguarding practice.

The Safeguarding Governor, Richard Smith, receives additional training and updates appropriate to the role. This does not remove the safeguarding responsibility of the governing body as a whole.

Strategic safeguarding responsibilities are set out in Section C: Governing Body, Trust Board or Proprietor.

Training Records and Evaluation

We will maintain an accurate record of safeguarding training, including:

- the participant's name and role
- the training completed and date
- the training provider
- any required renewal or update date
- action taken where training has been missed

Responsibility for maintaining the training record rests with School Business Manager. Training records will be reviewed to identify gaps, overdue updates and additional learning needs.

The effectiveness of safeguarding training is evaluated through a range of assurance activity, including staff feedback and knowledge checks, the quality of safeguarding records and practice, learning from incidents and audits, pupil voice and assurance activity undertaken by leaders and governors.

Training records are monitored by the Safeguarding Governor alongside termly Single Central Record checks and are reviewed as part of FHP safeguarding audit activity to provide assurance that Partnership training requirements are being met.

Where gaps or weaknesses are identified, appropriate action will be taken. This may include additional training, supervision, guidance or changes to procedures.

Monitoring Implementation

The Headteacher, who is also the DSL, together with the DDSL and governing body, will seek assurance that this policy is understood and effective in practice. Monitoring will consider:

- safeguarding concerns, referrals, records and outcomes
- children's understanding of reporting systems and how to seek help
- staff training, safeguarding knowledge and compliance
- DSL availability and safeguarding cover
- online safety, filtering and monitoring
- safer recruitment and concerns about adults
- alternative provision and external providers
- contextual and emerging safeguarding themes
- actions arising from audits, incidents and safeguarding practice reviews.

Safeguarding is monitored routinely throughout the school year. The DDSL provides safeguarding updates and key information to all staff, including the Play Team, through weekly communications. Safeguarding is also a standing agenda item at weekly staff briefings, with additional discussion and training through staff meetings as required.

Safeguarding is a standing agenda item at termly governing body meetings, providing governors with assurance about safeguarding practice, emerging themes, identified risks, actions and priorities. The DSL and Deputy DSL also meet termly with Richard Smith, the Safeguarding Governor, to review safeguarding arrangements, practice and areas requiring further assurance or action.

Safeguarding audits, monitoring activity, incident reviews and other assurance activity are used to identify strengths, areas for development and required actions. Identified actions are followed up by the DSL and senior leaders and, where appropriate, reported to the governing body and Flying High Partnership.

This policy will be formally reviewed at least annually and sooner where changes to statutory guidance, Nottinghamshire safeguarding procedures, the school's arrangements, emerging risks or learning from practice indicate that changes are required.

Concerned for a child's welfare in and outside of school?

Be alert to signs of abuse, low attendance, unusual behaviour and/or changes to

A child makes a disclosure

- **Listen calmly and attentively**, allow them to speak freely and reassure them that they have made the right choice
- **Use open-ended questions** ("Can you tell me what happened?") and **avoid leading or investigative questions**
- **Reassure them** that they are being taken seriously and will be supported
- **Do not promise confidentiality** — explain that you must share the information to keep them safe
- **Avoid physical comfort gestures** unless **clearly** appropriate.
- **Do not ask the child to write a statement or sign your notes**
- **Record the child's exact words** and any wishes or feelings expressed on paper
- **Report verbally to the DSL** or SLT in DSL's absence and **write up the conversation as soon as possible**
- **Where possible**, manage disclosures with **two staff present**, ideally including the DSL or Deputy DSL

Discussing concerns with DSL

- DSL to consider further actions and make necessary decisions
- If unsure call **MASH Consultation Line** for advice: **0115 977 427** (details not to be shared, this is an advice line)
- Concerns, discussion, decisions and reasons for decision should be recorded in writing
- "Confidential concerns" or "Child protection file" should be opened and filed in line with school procedures
- At all stages, the child's circumstance should be kept under review. Re-refer to relevant referral point if

Still concerned in school time?

- Make MASH referral: 0300 500 80 90
- If safe, call Early Help: 0115 804 1248
- Have all child/families

Out of hours concern?

- Out of hours emergency duty team: 0300 456 45 46

Safeguarding concern resolved/no longer held

- Decide on action needed to support child
- Implement any actions and support plans
- Record decisions and ensure follow ups take place

Record all decisions and actions, working to agreed outcomes and within timescales.

Escalate any emerging threats/concerns by adopting NSCP procedures

Consult with child and family if necessary

- Agree support and refer to guidance "Pathway to Provision"

Allegations/Concerns regarding adults? (paid or volunteer)

- Call LADO: **0115 804 1272**
- Call NSPCC Whistle Blowing: **0800 028**

Guidance for Using Body Maps to Record Observations of Physical Injury

Where appropriate, medical assistance should be sought without delay. Body maps are a tool to help staff accurately document and illustrate visible signs of harm or physical injury. They should be used in conjunction with the school's safeguarding recording procedures.

- Do not remove clothing to examine injuries unless the area is already exposed due to treatment or the child's clothing naturally allows visibility.
- Staff must not take photographs of any injuries or marks on a child's body under any circumstances. Doing so may result in the staff member being subject to managing allegations procedures. Use the body map provided to record observations in line with this guidance.
- All concerns must be reported and recorded immediately to the appropriate safeguarding services, such as the Multi-Agency Safeguarding Hub (MASH) or the child's allocated social worker if the case is already open to children's social care.

When recording an injury, aim to include the following details for each mark observed (e.g. bruises, cuts, swelling, burns, scalds, lacerations):

- Exact location on the body (e.g. upper outer arm, left cheek)
- Size of the injury (in centimetres or inches)
- Shape of the injury (e.g. round, linear, irregular)
- Colour of the injury (note if multiple colours are present)
- Whether the skin is broken
- Presence of swelling, either at the site or elsewhere
- Any scabbing, blistering, or bleeding
- Whether the injury appears clean or contaminated (e.g. grit, fluff)
- Any restriction in mobility due to the injury
- Whether the site feels warm to the touch
- Whether the child appears feverish or in pain
- Any changes in the child's posture or body movement

The date and time of the observation must be clearly recorded, along with the name and role of the person completing the record. Additional comments may be added where relevant. All Body Map are completed online, on CPOMs.

If First Aid is administered, this should be recorded appropriately using our First Aid log books (slips) and information is uploaded to Arbor and CPOMS where appropriate.

DRAFT