

The Mosley Academy



SAFEGUARDING PROCEDURE

2025/2026

Implementation: September 2025

Procedure owner: Sarah Rowe

Next review date: September 2026

Please ensure that you share your procedure with your governing body alongside the full JTMAT Policy.

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1.Key Contacts

Role in school	Name	Date and Level of safeguarding training
Headteacher	Sarah Rowe	Level 3 - February 2025
Designated Safeguarding Lead (DSL)	Sarah Rowe	See above
Deputy Designated Safeguarding Lead(s) (DDSL)	Amelia Kirkman	Level 3 – January 2024
	Gemma Day	Level 3 – April 2025
Nominated Governor for Safeguarding	James Gardner	Level 1 September 2025
	Liz Andrews	Level 1 September 2025
Chair of Governors	James Gardner	Level 1 -September 2025
Designated teacher for Looked After Children	Amelia Kirkman	Level 3 -January 2025
Prevent Lead	Sarah Rowe	Level 3 - February 2025
Mental Health Lead	Chloe Twells	Level 1 - September 2025

2.Links to other procedures and agencies

This document has been devised to link in with the following school safeguarding procedures:

- The JTMAT Safeguarding policy
- The School Staff safeguarding Who is Who in school document
- School induction handbook for new school staff and volunteers
- The JTMAT Code of Conduct
- The JTMAT Whistleblowing policy
- Health and Safety and Wellbeing policy
- Antbullying procedure
- Online safety procedure
- Attendance policy
- Relational and restorative behaviour procedure
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The school is signed up to the NSPCC CASPAR safeguarding updates, part of the JTMAT safeguarding network group, Andrew Hall updates and the Safeguarding Network updates. The school also attends the trust DSL network and Staffordshire termly briefings

<https://www.staffsccp.org.uk/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

At The Mosley Academy, we comply with the following guidance for all after school clubs and tuition. This is shared with all providers who support our school. We also conduct a detailed induction process including safeguarding training for all after school club staff

[.After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

3.Ethos and Culture

At The Mosley Academy we promote a positive and pro-active approach to safeguarding children and the community. This is through our school rules, our relational behaviour approach and all interactions and systems within school. Our staff care about our children and community and do all that is reasonably practicable for the safety and welfare of the children.

We believe in the power of pupil voice and value this in ensuring that our whole school ethos and school culture is as positive as it can be. Our children are at the heart of all decisions. We respect them and value them.

Mrs Rebecca Carlton, is responsible for ensuring that the Single Central Record is kept up to date. The JTMAT guidance provided by HR in relation to the SCR is followed. This is checked by the Headteacher and by the Safeguarding Governor. Records are held in school of those checks. The date of the check is also provided to the Governing Body.

Safer recruitment checks are completed in line with expectations to ensure that all staff and volunteers in school adhere to legislation and expectations.

4.Safeguarding Training for Staff

Staff all play a very important role in safeguarding the children at Mosley. Staff training is updated regularly to ensure that all staff have read, and understood key documentation and fully understand the local procedures, expectations and systems in school.

The following training is in place :

- Annual Safeguarding Update to cover KCSIE changes (including other relevant legislation e.g. WTTSC 2023) for all staff and volunteers.
- Contextual Safeguarding Information (Information about the picture around safeguarding in our school is shared – the main issues within our school are mental health and wellbeing related.
- Level 1 Training every 3 years at least (Annual refresher training) and for new staff this is completed within 3 months of employment at the very latest. This is usually completed prior to starting.
 - Prevent Training
 - Online safety training
 - 7 minute refresher briefings sent to all staff
 - Staff safeguarding knowledge check quizzes
 - DSL training and updates

A training log is kept by one of the DDSL's with all certification records maintained centrally. This includes first aid training records. Staff must ensure that the school office receive copies of any training attended.

Emails, newsletters, bulletins, briefings and staff meetings are used to ensure Safeguarding is at the forefront of your staff body. The safeguarding platform My Concern is used to store local policies and procedures and staff receive notifications when a new document is to be read and understood. Staff sign to acknowledge these documents have been read via the portal so DSL's can keep a log of training.

Staff are trained on the escalation processes internally and are also informed in line with local safeguarding board procedures.

Staff are also made aware of the NSPCC Whistleblowing advice line through attending the NSPCC webinar training, emailed information and staff meeting reminders. Posters are also displayed in staff areas.

Safeguarding is everyone's responsibility at The Mosley Academy and this is made very clear to all in school, through a consistent message to all staff and volunteers. This includes having a positive and proactive safeguarding culture across the school for all visitors, volunteers and staff.

Relevant newsletters are shared to all staff where appropriate and updates are held face to face or via email, whichever is deemed most appropriate at the time.

All staff receive an induction process. This is in school, usually delivered by the Headteacher or Deputy Headteacher. This induction process is also delivered for volunteers, students, volunteers and governors. We have a secure area on the school website where all new staff and volunteers including students access prior to starting at Mosley. This includes the full level 1 safeguarding training slides and a safeguarding knowledge check quiz.

6.Roles and Responsibilities of the DSL/DDSL

The Designated safeguarding leads have a DSL job description that is held on their Personnel file and reviewed annually.

The DSL's are kept up to date through the following methods:

- Attending the JTMAT safeguarding network sessions and meeting other DSL's including the JTMST Safeguarding lead
- Reading safeguarding updates through the NSPCC, CASPAR, Learning Newsletter
- Keeping up to date through Twitter updates @NSPCCLearning
- Utilising the Staffordshire Children's Advice and Support Service Professionals helpline
- Attending regular training updates through the Staffordshire Safeguarding Children's Board training team and website
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During school holidays, the DSL's put an out of office email response on their email, we have a dedicated safeguarding email address that is shared with all parents, the website and newsletter shares information regarding how parents can access support and make referrals over the school holidays.

DSL and DDSL supervision and case management is carried out at regular intervals. This is at least half termly for case management. The DSL has external supervision each term or more if required. Supervision is held within our setting and staff team with DSL and DDSL's supporting one another through an internal process of supervision.

The DSL engages with the local community to understand local risks. This is evident through links with the parish council, police, engagement with the local PCSO's, locality and partnership meetings as appropriate. We fully understand the importance of being aware of and having a knowledge of community-based issues and contextual safeguarding. The DSL's, and all staff ensure that where possible we engage positively, supportively and with integrity with all stakeholders. Knowledge of the local area and positive effective working relationships with our families is key to this.

7. Local Governing Body

We work effectively with our Governing Body at The Mosley Academy to ensure that they understand their roles and duties to assure themselves of safeguarding practices and procedures.

We have two safeguarding governors at the Mosley Academy. Their names and photos are displayed on the visitor information, the DSL safeguarding information and school website. The safeguarding Governors visit school each term as a minimum to conduct a safeguarding walk round, talk with the pupils and Headteacher and meet school staff. They also monitor the checks on the Single central record by the Headteacher. The safeguarding governors are also kept updated on any significant safeguarding issues that arise within school, supporting and challenging the Headteacher / DSL's effectively.

Both safeguarding governors are safer recruitment trained. Both receive the school level one safeguarding training along with the rest of the Governing Body, however both safeguarding governors are also skilled in safeguarding through their own employment responsibilities and have received higher level qualifications in safeguarding. Training records in school are kept up to date with this information.

All Governors are kept up to date through the termly Headteacher report to governors of the numbers of safeguarding referrals, categories, and training. These reports are communicated using the reporting tool on My Concern.

8. Working with Parents/Carers

At The Mosley Academy, we update parents about safeguarding through newsletters, the school website and the notice board in the foyer. We will also notify parents of any relevant reminders through our messaging service, WEDUC and weekly newsletters. We also offer workshops eg Action for Children for signposting and share the online safety Wake Up Wednesday briefings. We have strong channels of communication with parents and carers and promote effective relationships with the community. For example, teachers are on the door each evening, SLT are available daily in the morning and after school. We actively encourage our parents to talk to us if they have a concern or question.

9. Specific Safeguarding Risks Training

Staff and Governors are kept up to date with regular safeguarding specific issues that may become prevalent over the year, either locally or nationally. These may be delivered through staff/ governors training, cascading information shared at DSL networks and briefings or through wider reading and updates through CASPAR for example.

We keep a training log of all training updates shared. We keep a log of all 7 minute refresher briefings shared that is stored centrally for staff to access. My Concern local polices is also used for staff to access the most up to date training information and documentation. We also have a safeguarding noticeboard in the staffroom. Please see section 12 of the JTMAT safeguarding policy for the full list of specific areas that staff have knowledge of.

10.Site Security

Site security is an important part of keeping our school safe. The following procedures are in place :

- Gates are kept closed during the school day; visitors gain access through the main entrance. This is monitored by the office staff, one of whom is a DDSL. School doors are all locked with added security measures eg monitors and additional door locks.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team. All visitors to school are provided with the safeguarding leaflet and are asked to read the safeguarding information on the sign in system.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances. This is either through prior booked admission, tickets for visitors for appropriate school events or by signing in via the main entrance.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this and signed out.
- Four members of staff are on duty at break times and lunchtimes. We use walkie talkies at lunchtime to support communication and our roaming supervision policy.
- A health and safety audit is completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

11.Safeguarding Induction Checklist

The Mosley Academy Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at The Mosley Academy we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead Sarah Rowe or Deputy Designated Safeguarding Leads Amelia Hardwick, Gemma Day or Hannah Kirkpatrick.

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. School staff will receive a log in for My Concern. Students and volunteers will be asked to complete a copy of the concern form. A copy is attached to this procedure and others can be obtained from the school office. Please ensure you complete all sections as described and immediately hand this in to a DSL.

If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0300 111 8007.

The people you should talk to in school are:

- Designated Safeguarding Lead: Sarah Rowe
Location of office: Opposite the main entrance area and school office
Contact Number: 01283247465
- Deputy Designated Safeguarding Lead: Gemma Day
Location of office: In Headteacher's office – see location above
- Deputy Designated Safeguarding Lead: Amelia Kirkman
Location of office: Class 3 classroom, second from the end classroom on the right
- Deputy Designated Safeguarding Lead: Gemma Day
Location of office: HT/DHT office
Contact Number for all DSL's: 01283247465
- Chair of Governing Body: James Gardner
Contact Number: Contactable by the school office on 01283247465

Safeguarding Induction Checklist - The Mosley Academy

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
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DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body- members		
	Staff Conduct of Code Policy Behaviour Policy Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
	WEEK 1	Meet with Head teacher & DSL	
Meet DDSI's and SENDCO			
Named Governors Safeguarding- James Gardner/ Liz Andrews Chair- James Gardner			
Pastoral Support Officers/ behaviour/ attendance			
Alternatives to reporting in school in an emergency			
Signs and types of Abuse			
Where to find safeguarding policy			
What to do regarding disclosure - reporting systems			
Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety			

	Prevent Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified

12. Specific Safeguarding Risks

Staff and Governors are kept up to date with regular safeguarding specific issues that may become prevalent over the year, either locally or nationally. These may be delivered through staff/ governors training, cascading information shared at DSL networks and briefings or through wider reading and updates through CASPAR for example.

We keep a training log of all training updates shared. We keep a log of all 7 minute refresher briefings shared that is stored centrally for staff to access. My Concern local polices is also used for staff to access the most up to date training information and documentation. We also have a safeguarding noticeboard in the staffroom. Please see section 12 of the JTMAT safeguarding policy for the full list of specific areas that staff have knowledge of.

12.1 Domestic Abuse- Operation Encompass

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school. We display Operation Encompass posters in our foyer and noticeboard at the entrance of the school playground to raise awareness with the community.

12.2 Mental Health and Wellbeing

At the Mosley Academy, we have two mental health first Aiders who are trained through the Mental Health Association (MHA). Mrs Sarah Rowe and Miss Chloe Twells are the mental health first aiders in school.

Miss Twells has completed her DFE Senior Mental Health Leads and is the main mental health lead at Mosley Academy.

We take children's mental health and wellbeing very seriously and take a co-ordinated and evidence based approach to supporting children. We offer signposting for external mental health support services when required and with parents' consent. Eg sandbox, CAMHS, Action for Children.

We have a number of strategies that we implement to support children's mental health and wellbeing. This include check in's through the use of the class worry tins, a relational and restorative approach to behaviour management, a focus on outdoor play and learning trough the OPAL lunchtime project and access to wellbeing sessions in school.

12.3 Online Safety

We update our online safety school procedure each year. This is available via the school website. It is shared with staff on an annual basis or where updates are made and ratified by Governors at the first meeting of the academic year, along with the other safeguarding policies and procedures.

The online safety procedure includes the use of mobile and smart technology, which also reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children may harass, bully, and control others via their mobile and smart technology, share inappropriate images consensually and non-consensually (often via large chat groups). We encourage our school community to engage with us with any concerns they may have about their own or another child's safety when online.

We have a mobile phone procedure that reflects the expectations around mobile phone usage. The JTMAT Safeguarding policy and this safeguarding procedure, also covers the following aspects:

1. Effective approach to online safety we have in our setting eg through Jigsaw PSHE lessons
2. A variety of ipads and laptops in school stored in locked cupboards
3. How we protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident.
4. Ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures
5. Links to other policies where online safety is considered i.e. Online Safety Policy/Staff Code of Conduct/Behaviour Procedure/Use of mobile and smart technology.
6. Curriculum planning/PSHE/ RSHE
7. Engaging parents-information evenings/newsletter/social media
8. An annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks your children face.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Securus. Monthly reports are received that are scrutinised by the DSL and DDSL. Where actions are required, these are managed by the DSL and staff are briefed as required.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

12.4 Radicalisation and Extremism

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Mrs Sarah Rowe.

We complete a PREVENT risk assessment that is shared with staff and governors. This is based on the risk assessment provided by the DFE. Annual refresher training on PREVENT is completed alongside the safeguarding level 1 refresher each year. The Prevent training is completed by all staff on a two year cycle. Records of this training is held in the training file.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Securus.

12.5 Child on Child Abuse

At the Mosley Academy, we take child on child abuse very seriously. Through our policies, procedures, systems and expectations in school we ensure that children feel safe and listened to. Within the KCSIE 2024 document, information on child on child is included therefore there is no separate procedure for this. Please ensure that you have fully understood this information. Please also ensure that you have read our Relational Behaviour procedure and Anti bullying procedure. Allegations of child-on child abuse will be recorded, investigated, and dealt swiftly in school. The anti bullying lead for the school is Mrs Gemma Day, supported by both the Headteacher. However, all staff will support with incidents of child on child abuse. In school we use individual safety plans and /or risk assessments to support children who may display concerning behaviours. We work closely with families and external agencies where these are used. And they are kept under regular review.

The voice of the child is always listened to and respected. We use a restorative practice approach to behaviour management across the school. Please see the relational behaviour procedure for more information and the Voice of the Child prompt sheet within the induction process. You will also find these displayed in staff areas around school.

The use of assemblies and PSHE lessons are also used to ensure that children understand the expectations in school. Our Mosley 4 R's and whole school values are also key in supporting our culture of safeguarding in school. We run regular wellbeing sessions in school and have a qualified ELSA in school. In addition to this every class has a worry tin that is checked at least weekly and any concerns are actioned and supported. However, we encourage children to talk to a

trusted adult in school about any concerns, worries or emotions they be experiencing and need support with.

Working with parents is also crucial in ensuring that any issues are dealt with effectively and information is shared. We actively encourage parents to talk openly to the school about any safeguarding concerns or help they may need.

12.6 Children Missing from Education

We are committed to safeguarding all pupils and ensuring that every child receives their full entitlement to education. Children missing from education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming NEET (Not in Education, Employment or Training) later in life.

Children Missing from Education refers to children of compulsory school age who are not registered at a school, not receiving suitable education otherwise (e.g. home education), and have been out of any educational provision for a substantial period of time. We have robust systems and processes to monitor and evaluate a child's attendance in school.

- The school maintains accurate attendance records and monitors patterns of absence closely.
- Any unexplained or prolonged absence is investigated promptly in line with our attendance procedures.
- The Designated Safeguarding Lead (DSL) works closely with the JTMAT attendance manager and the Local Authority to report and track children who are missing from education.
- If a pupil is missing for more than 10 consecutive school days without explanation, or if there are concerns about a pupil's welfare, the school will make a referral to the Local Authority CME Officer.
- The school will also notify the Local Authority when a pupil is removed from the school roll, particularly in cases of:
 - Moving to another area or country
 - Elective Home Education
 - Permanent exclusion
 - Unknown destination

Parents/carers are expected to inform the school of any changes to their child's education or circumstances that may affect attendance. These will be coded as appropriately following the criteria below :

- **Authorised Absence:** Absence approved by the school, such as illness, medical appointments where proof has been shared with the school, religious observance, or other exceptional circumstances.
- **Unauthorised Absence:** Absence not approved by the school, including unexplained absences, holidays taken during term time without permission, or persistent lateness.
- **Persistent Absence (PA):** A pupil is classified as persistently absent if they miss **10% or more** of possible school sessions, regardless of whether the

absences are authorised or unauthorised. This equates to approximately 19 days across the school year.

- **Severe Absence:** A pupil is considered severely absent if they miss **50% or more** of school sessions. This level of absence could be a serious safeguarding concern and requires immediate intervention.

Please see the JTMAT attendance policy via the main school website and the following Government documentation for further information.

[Working together to Improve school attendance](#)

12.7 Child Sexual and Criminal Exploitation

Our school recognises that child sexual exploitation (CSE) and child criminal exploitation (CCE) are serious safeguarding concerns that can affect children of all ages, backgrounds, and abilities. Both forms of exploitation involve individuals or groups manipulating, coercing, or deceiving children into sexual or criminal activity, often in exchange for something the child needs or wants, such as attention, money, gifts, or substances. These activities may appear consensual but are exploitative and harmful.

Staff are trained to identify signs of exploitation, including changes in behaviour, unexplained absences, associations with older individuals, possession of unexplained items, and increased secrecy, particularly around social media use. The school liaises closely with external agencies to ensure early identification and intervention.

To support this, Staffordshire's **Child Exploitation Risk Factor Matrix (RFM)** is used as a multi-agency tool to assess and respond to concerns about potential exploitation. The matrix helps professionals identify risk indicators and determine appropriate safeguarding actions. More information and access to the matrix can be found on the [Staffordshire Safeguarding Partnership website](#).

Where exploitation is suspected, the Designated Safeguarding Lead (DSL) will make referrals to the appropriate support services, such as Catch22, and ensure that the child and their family receive the necessary protection and guidance.

13. Opportunities to Teach Safeguarding

We are committed to equipping all pupils with the knowledge, skills, and confidence to keep themselves and others safe—both in school and beyond. This includes a strong focus on online safety, personal boundaries, self care respectful relationships, and recognising and reporting concerns.

Our approach is rooted in **preventative education**, delivered through a **whole-school ethos** that promotes respect, inclusion, and zero tolerance for all forms

of discrimination and abuse, including **sexism, misogyny/misandry, homophobia, biphobia, and sexual violence or harassment.**

Curriculum Integration

Safeguarding education is embedded across the curriculum, particularly through:

- **Relationships Education:** Pupils learn about healthy friendships, families, and respectful relationships, including how to recognise unsafe situations and seek help. We write to parents each Summer term with details of our RSHE content with a clear explanation of content in each year group.
- **Health Education:** Children are taught about physical and mental wellbeing, including how to manage emotions, build resilience, and understand the impact of online behaviour.

These lessons are age-appropriate, inclusive, and tailored to meet the **specific needs and vulnerabilities** of individual pupils, including those with SEND, EAL, or other safeguarding concerns. Staff use a range of differentiated strategies to ensure all children can access and engage with the content meaningfully.

Online Safety

Online safety is a key component of our safeguarding curriculum. Pupils are taught:

- How to use technology responsibly and safely
- How to protect personal information
- How to recognise and respond to online risks, including cyberbullying, grooming, and misinformation
- Where to go for help if they feel unsafe online

We also work closely with parents and carers to reinforce online safety messages at home, offering guidance and resources through workshops, newsletters, and our school website.

Whole-School Approach

Preventative education is most effective when delivered as part of a **whole-school approach** that prepares pupils for life in modern Britain. This includes:

- A strong school culture that promotes equality, respect, and inclusion
- Clear policies and procedures for reporting and responding to concerns
- Staff training to identify and support vulnerable pupils
- Pupil voice initiatives that empower children to speak up and shape their learning environment

By fostering a safe, supportive, and respectful school community, we aim to ensure that every child feels valued, protected, and prepared to navigate the challenges of growing up.

14. Responsibilities of all Staff

All school staff are expected to:

- Recognise signs of abuse, neglect, exploitation, and mental health concerns.
- Respond appropriately to disclosures from children.
- Report concerns to the **Designated Safeguarding Lead (DSL)**.
- Maintain accurate records of concerns and actions taken
- Report any concerns about a child or staff member or visitor to a DSL.
- Be a positive and professional role model around school and within the community
- Adhere to the school and Trust policies and expectations