Fioretti Trust

Aspiration Wisdom Compassion

Child Protection & Safeguarding Policy

(2026-27)

This policy supersedes all other ***Child Protection and Safeguarding*** policies

Approved by: Trust Board
Date of review: 22nd September 2026
Next review: September 2027
Cycle: Annual

Contents

1.	Safeguarding Policy Statement and Rationale	2
2.	Important Safeguarding Contacts	3
3.	Legislation and Guidance	4
4.	Definitions	5
5.	Aims and Prevention	6
6.	Equality Statement and Children who may be more Vulnerable to Harm	7
7.	Roles and Responsibilities	9
8.	Procedures: Recognising, Responding, Recording and Referring	12
9.	Working with Families	14
10.	Confidentiality and Sharing Information	14
11.	Children Absent from Education and Children Missing Education	15
12.	Recognise and Respond to Abuse, Neglect and Exploitation	16
13.	Child-on-Child Abuse, including Harassment and Violence	19
14.	Online Safety, Filtering and Monitoring	21
15.	Curriculum, Pupil Voice and a Culture of Safeguarding	22
16.	Part or Whole School Closures and Remote Learning	23
17.	School Routines for the Start and End of the Day	23
18.	Safer Recruitment and Ongoing Suitability	23
19.	Managing Concerns and Allegations about Staff, Supply Staff, Trainee Teachers, Volunteers and Contractors	25
20.	Record Keeping	27
21.	Training and Development	28
22.	Implementation, Monitoring and Review	29
App A	Individual School Safeguarding and Child Protection Staffing Information	31
App B	Trust Description of the Lead DSL Role	33
App C	Beginning and End of Day Routines	35
App D	Outside Agency Call Record	36
App E	Dealing with a Disclosure of Abuse	37
App F	What to do if you are Concerned about a Child	38
App G	Actions Where there are Concerns about a Child	39

1. Safeguarding Policy Statement and Rationale

Children and young people have a fundamental right to be protected from harm. They are entitled to expect that our schools will provide a safe, secure and nurturing environment in which they can learn and thrive. The welfare of the child is paramount, and failure to respond effectively to safeguarding concerns can have serious and lasting consequences for children.

A whole-school, child-centred approach is fundamental to everyday life in every Fioretti Trust school. We create a culture in which children can express their wishes and feelings and talk about anything that is important to them, and we keep children at the centre of all decision-making in our work with them, their families and those supporting them.

In line with our duties under the Children Act 1989 and 2004, Working Together to Safeguard Children and Keeping Children Safe in Education 2026 (KCSIE), we are committed to providing help and support as soon as problems emerge, protecting children from maltreatment whether within or outside the home, including online, preventing impairment of children's mental and physical health or development, ensuring children grow up in circumstances consistent with safe and effective care, and taking action to enable all children to have the best outcomes.

We recognise that support may be provided through universal services, community-based early help, targeted early help delivered through Family Help and, where thresholds are met, statutory services under sections 17, 20, 31 and 47 of the Children Act 1989.

What safeguarding looks like at the Fioretti Trust

Safeguarding begins at the school gate, ensuring that all visitors and adults on site are vetted and act professionally. It runs through the curriculum, where children learn protective behaviours, respect for others, how to manage risks, including online and from AI-generated content, and how to seek help. Crucially, it includes identifying and protecting children who have been harmed or are at risk of harm.

Scope

This policy applies to all staff, including permanent, temporary, supply and agency staff, trainee teachers, volunteers, local governors, trustees and contractors, and to anyone working on behalf of the Trust. It applies on and off site, during school hours, in wraparound and extended provision run by our schools, on educational visits and online.

One policy for all Fioretti Trust schools

This is one policy for every Fioretti Trust school. Seven of our schools are in **Birmingham** and follow the Birmingham Safeguarding Children Partnership (BSCP) procedures and the Birmingham Education Safeguarding Service model policy. Where this policy names a local service, such as CASS, Right Help, Right Time or the Birmingham LADO, it refers to these schools. Trust-wide practice, including CPOMS, the Brook Traffic Light Tool, pupil voice through the three houses approach every half term, and the Trust safeguarding network for Lead DSLs and Deputy DSLs, applies to every school, including our Sandwell school.

Before publication, each school completes Appendix A (named staff and contacts) and Appendix C (start and end of day routines), and publishes this policy on its own website so that it reflects that school's arrangements.

SANDWELL SCHOOL ONLY

Our Sandwell school follows the **Sandwell Children's Safeguarding Partnership (SCSP)** procedures. Wherever local arrangements differ, they are shown in a red box like this one. Staff at the Sandwell school follow the red box in place of the Birmingham detail next to it. Where there is no red box, the main text applies to the Sandwell school in full.

2. Important Safeguarding Contacts

Trust contacts

Role	Name
Chief Executive Officer (overall responsibility for safeguarding across the Trust)	Claire Grainger
Trust Head of Safeguarding	Sarah Campbell-Swords
Chair of Trustees	Philip Wood
Safeguarding Trustee	Deidre Leeming

Each school records its Lead DSL, Deputy DSLs, Designated Teacher, SENCO, Mental Health Lead, Prevent lead, Operation Encompass Key Adult, Chair of the Local Governing Board and Safeguarding Governor in **Appendix A**, including working hours and patterns, and displays it in the staff room.

Birmingham contacts

Organisation / role	Name	Contact details
Birmingham Children's Trust	Children's Advice and Support Service (CASS)	Monday to Thursday 8.45am to 5.15pm; Friday 8.45am to 4.15pm. Telephone 0121 303 1888
CASS emergency out of hours	Emergency Duty Team	0121 675 4806
Local Authority Designated Officer (LADO)	Duty LADO	0121 675 1669; ladoteam@birminghamchildrenstrust.co.uk
Early Help / Family Help	Early Help Support Team	0121 303 8117, or the Early Help District team
Birmingham Education Safeguarding Service	Education Safeguarding advice	Via the Birmingham City Council schools safeguarding pages

SANDWELL SCHOOL ONLY

Organisation / role	Contact details
Sandwell Children's Trust front door, Multi-Agency Safeguarding Hub (MASH)	0121 569 3100; Multi-Agency Referral Form (MARF) to access_team@sandwellchildrenstrust.org
Emergency Duty Team (out of hours)	0121 569 2355
Sandwell LADO	0121 569 4770; sandwell_lado@sandwellchildrenstrust.org
Early Help: Family Hubs and Strengthening Families Service	Oldbury 0121 569 7295; Rowley Regis 0121 569 7296; Smethwick 0121 569 7297; Tipton 0121 569 7291; Wednesbury 0121 569 7294; West Bromwich 0121 569 7293
Sandwell Child Protection Officers for Education	Lead DSL to insert current names and numbers

Horizons Exploitation Safeguarding Team	0121 569 2524
Sandwell Prevent Education Officer	Lead DSL to confirm current contact
Children Missing Education (Schools Attendance Support Service)	0121 569 8147; APS_CME@sandwell.gov.uk
Sandwell Virtual School	0121 569 2770

National contacts

Organisation	Contact details
Police	Emergency 999; non-emergency 101 (including mandatory FGM reports)
NSPCC Helpline	0808 800 5000; help@nspcc.org.uk
NSPCC Whistleblowing Advice Line	0800 028 0285
DfE counter-extremism helpline	020 7340 7264; counter.extremism@education.gov.uk
Anti-Terrorist Hotline	0800 789 321
Forced Marriage Unit	020 7008 0151
NHS urgent mental health help	NHS 111 (mental health option)

3. Legislation and Guidance

This policy is based on the Department for Education's statutory guidance **Keeping Children Safe in Education 2026**, which came into force on 1 September 2026. Although our schools are state-funded academies, not independent schools, academies are treated in law as independent schools for this purpose. The Education (Independent School Standards) Regulations 2014 place a duty on the proprietor of each academy, which is the Fioretti Trust as the academy trust, to make arrangements to safeguard and promote the welfare of children, and the Trust's funding agreements require it to have regard to KCSIE. All staff must follow this policy, and keeping children safe comes first in everything we do.

This policy has regard to the legislation and statutory guidance in force at the date of approval. This includes Working Together to Safeguard Children 2026; the Children Act 1989 and 2004; the Education Act 2002; the Equality Act 2010, including the Public Sector Equality Duty, and the Human Rights Act 1998; the Counter-Terrorism and Security Act 2015 and the Prevent duty guidance; the Female Genital Mutilation Act 2003; the Sexual Offences Act 2003; the Domestic Abuse Act 2021; the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006; attendance legislation and statutory guidance; data protection law (the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025); the Early Years Foundation Stage statutory framework, Section 3; the statutory guidance Mobile phones in schools; the statutory guidance on Relationships Education and Health Education; and the statutory guidance on the information sharing duty. The Trust will update this policy when relevant provisions of new legislation, including the Children's Wellbeing and Schools Act 2026 and the Crime and Policing Act 2026, come into force.

This policy has also been informed by the Birmingham Education Safeguarding Service Model Safeguarding and Child Protection Policy 2026-27 and the Birmingham Safeguarding Children Partnership procedures, including Right Help, Right Time and the Resolution and Escalation Protocol.

These are local model and good practice frameworks rather than legislation. Relevant non-statutory DfE guidance, such as the filtering and monitoring standards, is referred to where it applies. Each school must verify all local safeguarding contacts and referral routes before publication and whenever local arrangements change.

SANDWELL SCHOOL ONLY

The Sandwell school follows the **SCSP multi-agency procedures**, the **SCSP Multi-Agency Threshold Guidance (Continuum of Help and Support)** and the SCSP escalation procedure, in place of the Birmingham documents above.

4. Definitions

Safeguarding and promoting the welfare of children, as defined in KCSIE 2026, means: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, it must make enquiries. Such enquiries are initiated where there are concerns about all forms of abuse, neglect and exploitation, whether in person or online, inside or outside the child's home.

Family Help means providing support as soon as a problem emerges, at any point in a child's life. KCSIE 2026 distinguishes between universal services and community-based early help, and the targeted early help level of Family Help.

Right Help, Right Time is the Birmingham framework and practice guide setting out what support is available to children, young people and their families, and how all agencies work together in Birmingham. Birmingham schools use the Early Help Assessment and Our Family Plan.

SANDWELL SCHOOL ONLY

The Sandwell equivalent is the **SCSP Multi-Agency Threshold Guidance (Continuum of Help and Support)**. Early help is delivered through **Family Hubs** and, at the targeted level, the Sandwell Children's Trust **Strengthening Families Service**.

Nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images by young people under 18. Images include photographs, videos and livestreams, and may be taken by the child, taken or created by another person, digitally altered, or wholly generated using artificial intelligence, including deepfakes or deep nudes. This replaces older terms such as "sexting".

Victim, alleged perpetrator and perpetrator are recognised terms in KCSIE. Our schools are conscious that children may prefer different language and will use appropriate terminology case by case.

Safeguarding roles used in this policy

- **Lead DSL** means the Designated Safeguarding Lead required by KCSIE: a member of the senior leadership team who takes lead responsibility for safeguarding and child protection in the school. This responsibility cannot be delegated.
- **Deputy DSL** means a member of staff trained to the same standard as the Lead DSL, who

carries out delegated safeguarding duties and acts for the Lead DSL when they are not available.

- Where this policy tells staff to report or speak to the Lead DSL, they may report to a Deputy DSL if the Lead DSL is not available. Staff must never delay a report because the Lead DSL is absent.
- **Trust Head of Safeguarding** means the Trust's strategic safeguarding lead, who supports and quality assures the work of every Lead DSL.

Children means everyone under the age of 18. **Parents** includes carers and anyone with parental responsibility. **Staff** means everyone working in or on behalf of the Trust, paid or unpaid.

5. Aims and Prevention

Each school within the Fioretti Trust is committed to a whole-school approach to safeguarding, ensuring that child protection and pupil welfare underpin all policies, curriculum content and professional practice. As a Trust we work collaboratively across our schools to share best practice, maintain high safeguarding standards and respond effectively to evolving risks. No single practitioner can fully understand a child's needs and circumstances; everyone who encounters our pupils has a role in identifying concerns, sharing information and taking prompt action.

We recognise that high self-esteem, confidence, trusted relationships and open communication are vital protective factors. Each school will therefore establish a culture where children feel safe, are encouraged to talk and know they will be listened to; ensure pupils know which adults they can speak to; embed opportunities in the curriculum for children to learn to keep themselves safe; and provide a child-friendly safeguarding policy.

6. Equality Statement and Children who may be more Vulnerable to Harm

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children in recognising or disclosing it. We are committed to anti-discriminatory practice and to ensuring that all children receive appropriate protection regardless of additional needs, barriers or protected characteristics, in line with the Equality Act 2010 and the Public Sector Equality Duty.

KCSIE 2026 strengthens the expectation that schools consider disproportionate vulnerabilities linked to protected characteristics, and that safeguarding procedures, record keeping and monitoring help identify and respond to sexual violence, sexual harassment, misogyny and misandry, racism, faith-based prejudice, homophobic, biphobic or transphobic bullying and other forms of harm. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Children who may benefit from additional support before statutory intervention

All staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have an Education, Health and Care Plan
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including county lines
- is frequently missing or goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, or is in alternative provision

- is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation, or of radicalisation
- has a parent or carer in custody or is affected by parental offending
- is in family circumstances presenting challenges such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol or other drugs
- is at risk of so-called honour-based abuse, such as FGM or forced marriage
- is privately fostered, or is living in temporary accommodation.

6.1 Children with SEND, health conditions and medical needs

Children with SEND, certain medical conditions or physical health conditions can face additional safeguarding challenges both online and offline, including: assumptions that indicators of possible abuse relate to the child's condition; peer isolation and prejudice-based bullying; communication barriers and difficulty understanding or reporting abuse; greater dependence on adults, including for intimate care; and cognitive understanding of online content and contact.

Any report of abuse involving a child with SEND requires close liaison between the Lead DSL and the SENCO, and the school considers extra pastoral and communication support, tailoring its response to the child's needs.

Where a child's medical condition is not being managed at home as agreed, staff consider whether this indicates neglect. An incident relating to a medical condition does not automatically require a safeguarding referral, but the Lead DSL must be told where it indicates an increased risk of neglect, abuse or exploitation.

6.2 Children in care, previously in care, in kinship care and with a social worker

Children in care and previously in care remain among the most vulnerable groups of children, and children who have, or have had, a social worker may face barriers to education, attendance, wellbeing and achievement. The Designated Teacher (Section 7.7) and the Lead DSL work with the Virtual School Head and other professionals so that education, safeguarding and welfare arrangements are coordinated, trauma-informed and regularly reviewed, Personal Education Plans are effective, staff who need to know a child's status are informed, and accurate records are kept of legal status, care arrangements and delegated authority.

KCSIE 2026 highlights the extended, non-statutory role of Virtual School Heads for children with a social worker and children in kinship care, including the importance of attendance as a protective factor.

6.3 Private fostering

A private fostering arrangement is one where a child under 16 (under 18 if disabled) is cared for by someone other than a parent or close relative for 28 days or more, by private arrangement. Close relatives are grandparents, brothers, sisters, uncles, aunts and step-parents. Where staff become aware of a possible private fostering arrangement, they must tell the Lead DSL, who will notify the local authority. In Birmingham this is through CASS.

SANDWELL SCHOOL ONLY

Private fostering arrangements are notified to **Sandwell Children's Trust** through the MASH on 0121 569 3100.

6.4 Children who are lesbian, gay, bisexual or questioning their gender

A child being lesbian, gay or bisexual is not in itself a risk factor for harm, but children can be vulnerable to discriminatory bullying. Children perceived by others to be lesbian, gay or bisexual can be just as vulnerable. We address these vulnerabilities through our anti-bullying, behaviour and safeguarding arrangements, and every child has a trusted adult with whom they can be open.

Where a child asks for support with social transition, the school will not initiate action itself. Decisions follow KCSIE 2026 and are documented and kept under review. The first consideration is the best interests of the child and of other children, which may not be the same as the child's wishes. Parents are engaged as a matter of priority and their views carry great weight; in the rare cases where involving parents would create a greater risk to the child, the Lead DSL decides what action is needed to safeguard the child before parents are contacted or any decision is taken. The school also considers clinical advice, wider health needs or neurodiversity, and advice from the SENCO and the Lead DSL. KCSIE 2026 is clear that primary schools should exercise particular caution and that support for full social transition would be agreed very rarely. Where a child confides their feelings but does not ask for changes, there is no reason to break that confidence unless there is a related safeguarding risk. Staff must not adopt any change relating to social transition unless a school decision has been made.

Pupils are not permitted, with no exceptions, to use toilets, changing rooms or showers designated for the opposite biological sex, or to join sport designated for the opposite sex where single-sex sport is necessary for safety. Separate toilets are provided for boys and girls aged 8 and over, as required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014. Where a gender-questioning child does not want to use the facilities designated for their sex, the school considers an alternative, such as a self-contained lockable toilet or changing at a different time, provided it does not compromise the safety, comfort, privacy or dignity of the child or of other children. These arrangements are recorded, communicated appropriately and reviewed regularly. Any related safeguarding concern, including bullying, isolation or family conflict, is recorded and responded to in the usual way.

6.5 Alternative provision and part-time timetables

The school remains responsible for the safeguarding of pupils it places in alternative provision. Before a placement it obtains written confirmation of the provider's safeguarding arrangements and staff checks, knows where the child is during the school day, and monitors attendance and welfare throughout. Part-time timetables are exceptional, time-limited, agreed with parents and reviewed regularly, with safeguarding considered at each review.

7. Roles and Responsibilities

7.1 The whole school

Safeguarding is everyone's responsibility. This policy applies to all staff, including permanent, temporary and supply staff, trainee teachers, volunteers, governors and contractors. Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance of sexism, racism, misogyny and misandry, homophobia, biphobia, sexual violence and harassment, derogatory behaviour and other forms of violence. Through Relationships and Health Education, PSHE, Computing, collective worship and assemblies, pupils learn in an age-appropriate way about:

- healthy and respectful relationships, boundaries, consent and kindness
- stereotyping, prejudice and equality; body confidence and self-esteem
- how to recognise and report concerns about abusive relationships, including coercive and controlling behaviour

- what sexual harassment and sexual violence are and why they are always unacceptable, emphasising that it is never the fault of the person experiencing it
- online harms such as sharing images, deepfakes, pornography and misogynistic influencers, and when and where to seek help
- how to keep themselves safe, including online, and who their trusted adults are.

7.2 All staff

All staff will read **Part One of KCSIE 2026** and this policy at least annually and confirm that they have done so. Staff who work directly with children, and school leaders, will also read **Annex A** of KCSIE 2026. The previous option for some staff to read a condensed summary no longer applies. Training arrangements are set out in Section 21.

All staff will know the process for community-based early help and targeted Family Help assessments, and the criteria for referral to local authority children's social care for statutory services under sections 17, 20, 31 and 47 of the Children Act 1989. All staff understand that:

- they must act immediately if they have concerns about a child's welfare
- they must not assume that a colleague or another professional will take action
- early information sharing is vital for effective identification, assessment and allocation of support
- data protection law does not prevent sharing information to keep children safe
- if in doubt, they should speak to the Lead DSL or a Deputy DSL
- any member of staff can make a referral directly to children's social care in an emergency or if the Lead DSL is unavailable.

7.3 The Lead DSL and Deputy DSLs

Each school appoints a Lead DSL who is a senior member of the leadership team and has the status, authority, time, funding, training, resources and support to carry out the role. The Lead DSL takes **lead responsibility** for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Deputy DSLs are trained to the same standard. Activities may be delegated, but the lead responsibility remains with the Lead DSL and cannot be delegated.

The Lead DSL is the first point of contact for all safeguarding concerns and disclosures. They coordinate referrals and multi-agency working, monitor CPOMS daily, oversee filtering and monitoring with IT and the senior leadership team, escalate attendance-related concerns, work with the Designated Teacher and SENCO to support vulnerable children, and promote the educational outcomes of children who need or have needed a social worker. The Lead DSL liaises with teachers, pastoral staff, school nurses, IT technicians, the Senior Mental Health Lead and the SENCO so that children's needs are considered holistically. The full Trust description of the Lead DSL role, including training and knowledge expectations, is in **Appendix B** and reflects Annex B of KCSIE 2026.

Lead DSL cover and availability

During term time the Lead DSL or a Deputy DSL is always available during school hours and school-run wraparound care for staff to discuss concerns. Each school has robust cover arrangements for periods when the Lead DSL is unavailable because of illness, leave or other circumstances, which may include a confidential shared safeguarding mailbox so that concerns are received, monitored and acted upon without delay. Arrangements for out of hours, holidays and school-run activities are recorded in Appendix A.

Working in partnership with the Trust

DSLs work in partnership with the Trust Head of Safeguarding, Sarah Campbell-Swords, including

promoting and embedding a strong culture of safeguarding, taking part in and responding to internal audits, attending three Trust safeguarding network meetings a year and attending Trust-wide supervision sessions three times a year.

7.4 The Trust Board and Local Governing Boards

The Trust Board has strategic leadership responsibility for safeguarding and must ensure that policies, procedures and training are effective and comply with the law at all times. Local governing boards carry out delegated monitoring under the Trust's scheme of delegation. Governors and trustees will:

- receive safeguarding training (Section 21) so that they can provide strategic challenge, including on digital risks such as generative AI misuse, and assure themselves that arrangements are effective
- as a Trust expectation, read KCSIE 2026 and sign an annual declaration that they have done so
- ensure this policy reflects the whole-school approach to child-on-child abuse, online safety, SEND, children absent from education, use of premises, alternative provision, mobile phones, filtering and monitoring, and local multi-agency safeguarding arrangements
- keep safeguarding as a standing item at every full governing board meeting and receive a termly report from the Lead DSL covering concerns and trends, online safety incidents, attendance concerns, alternative provision, children with a social worker, filtering and monitoring effectiveness, training and the single central record.

Safeguarding Governor and Safeguarding Trustee

Each local governing board appoints a Safeguarding Governor who meets the Lead DSL at least termly to review safeguarding logs and trends and training needs. Governors make at least one safeguarding visit a term, using the Trust safeguarding question bank and anonymised case studies to test how decisions are made. The Trust Board has a named Safeguarding Trustee.

7.5 The Chief Executive Officer and Trust Head of Safeguarding

Overall responsibility for safeguarding across the Trust rests with the CEO, Claire Grainger. The Trust Head of Safeguarding, Sarah Campbell-Swords, provides strategic oversight, leads the Trust safeguarding network and supervision for Lead DSLs and Deputy DSLs, conducts safeguarding and single central record audits, supports complex cases and reports termly to the Trust Board.

7.6 The Headteacher

The Headteacher will implement this policy and ensure that all staff:

- understand and follow the systems which support safeguarding, including this policy, the Behaviour Policy, the Staff Code of Conduct, the safeguarding response to children absent from education, online safety arrangements, and the identity and role of the Lead DSL and Deputy DSLs
- know what to do in relation to information sharing and referrals of suspected abuse and neglect.

The Headteacher also ensures that this policy is published on the school website and available from the school office, that the Lead DSL has the time, resources and cover they need, and that allegations and low-level concerns about staff are managed in line with Section 19.

7.7 The Designated Teacher

The Designated Teacher promotes the educational achievement of looked-after and previously looked-after children and works closely with the Virtual School Head. This includes making sure Personal Education Plans are effective, Pupil Premium Plus is used well, and staff understand the impact of trauma and loss. Working with the Lead DSL, the Designated Teacher ensures that the educational needs of children subject to child in need or child protection plans are considered alongside

safeguarding, welfare and attendance concerns.

SANDWELL SCHOOL ONLY

The Virtual School for children looked after by Sandwell is **Sandwell Virtual School** (0121 569 2770). Children looked after by other authorities, including Birmingham, remain the responsibility of their home authority's Virtual School.

7.8 Other named roles

Each school names in Appendix A its SENCO, Senior Mental Health Lead, Prevent single point of contact (SPOC) and Operation Encompass Key Adult (normally the Lead DSL).

8. Procedures: Recognising, Responding, Recording and Referring

8.1 Responding when a child discloses or staff have concerns

Staff should act immediately, follow this policy and speak to the Lead DSL or a Deputy DSL. If, in exceptional circumstances, the Lead DSL or a Deputy DSL is unavailable, this must not delay action: staff should speak to a member of the senior leadership team and/or take advice from local authority children's social care, and share any action taken with the Lead DSL as soon as practically possible. Guidance on dealing with a disclosure is in **Appendix E**, what to do if you are concerned is in **Appendix F**, and the KCSIE flowchart is in **Appendix G**.

When a child discloses, staff listen carefully, never promise confidentiality and tell the Lead DSL straight away, as set out in Appendix E. When recording, staff use the child's own words for what the child said, and add only factual information about what they saw and did, without opinion or interpretation. It is not staff's role to investigate.

8.2 Recording concerns on CPOMS

Within the Fioretti Trust, **all concerns, no matter how small, must be logged on CPOMS** as soon as possible and on the same day. If a concern represents an immediate or potential emergency, staff must find the Lead DSL or a Deputy DSL immediately: do not delay action by recording only on CPOMS. Records must:

- be factual, avoiding opinion or speculation, and distinguish between observed concerns, professional opinion and historic or third-party information
- give a clear and comprehensive summary of the concern, using the child's own words where possible
- use full names, not initials
- detail actions taken, decisions made, outcomes reached and who the concern was reported to
- state whether a decision to refer, or not to refer, was made, with the rationale.

The Lead DSL monitors CPOMS daily to identify patterns, including patterns in online concerns such as online abuse, radicalisation risks and misinformation. Each school monitors online activity and acts on alerts immediately; records of higher-level alerts and the actions taken are kept and analysed for patterns. Handwritten notes are scanned and uploaded to CPOMS and the originals kept securely.

8.3 Referral, thresholds and Family Help

The Lead DSL decides the appropriate course of action, considering the child's wishes and feelings, previous concerns, cumulative and contextual risk and the local threshold guidance. This may be support within school, a Family Help or early help assessment, a referral to children's social care or a

report to the Police. Where there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm, the Lead DSL refers to children's social care **immediately**. If a child is in immediate danger, call 999.

In Birmingham, referrals are made to the **Children's Advice and Support Service (CASS) on 0121 303 1888**, following the Right Help, Right Time guidance. For child-on-child abuse, the Lead DSL or a Deputy DSL takes a proportionate approach, as set out in Section 13.2. Early help is coordinated through the Early Help Assessment and Our Family Plan. When the Lead DSL or a Deputy DSL contacts CASS, the Early Help Team or the Police, they complete the outside agency call record in **Appendix D** and attach it to CPOMS. Out of hours, concerns are reported to the CASS Emergency Duty Team on 0121 675 4806.

SANDWELL SCHOOL ONLY

If a child is in immediate danger, call 999 and then Sandwell Children's Trust (MASH) on **0121 569 3100**. The telephone call must be followed up with a **Multi-Agency Referral Form (MARF)** emailed securely to access_team@sandwellchildrenstrust.org.

Where a child is not at immediate risk, a MARF must be submitted **within 24 hours** of the disclosure or concern. The school follows up any MARF that has not received a response within 24 hours.

Thresholds follow the SCSP Multi-Agency Threshold Guidance. Early help is accessed through Family Hubs, and targeted support (tiers 3 and 4) through the Strengthening Families Service. Advice is also available from the Sandwell Child Protection Officers for Education.

Out of hours, call the Sandwell Emergency Duty Team on **0121 569 2355**. Appendix D is completed for all calls to the MASH, the Police and Family Hubs.

8.4 Escalation

Staff who feel a concern has not been acted on should speak to the Lead DSL again and, if they remain concerned, to the Headteacher or the Trust Head of Safeguarding, or refer directly to children's social care. If the Lead DSL is not satisfied with the response from children's social care or another agency, they will use the **BSCP Resolution and Escalation Protocol** and keep the child's circumstances under review.

SANDWELL SCHOOL ONLY

Professional disagreements are escalated using the **SCSP escalation procedure (resolving professional differences)**.

8.5 Mandatory reporting duties

Female genital mutilation: legal duty now in force

Teachers must personally report to the Police, by calling **101**, any case where a girl under 18 discloses that FGM has been carried out, or where they observe physical signs that it has. They must also tell the Lead DSL. This duty cannot be transferred to someone else. Where there is a risk of FGM rather than a known case, staff report to the Lead DSL in the usual way.

Child sexual abuse: statutory reporting duty, not yet commenced

The Crime and Policing Act 2026 creates a new statutory duty for adults undertaking relevant activity with children in England to report suspected child sexual abuse, in specified circumstances, to the Police or the local authority. The duty has not yet commenced, and its commencement date will be set by the Secretary of State. Failure to report may lead to referral to the Disclosure and Barring Service or a professional regulator. **It is a criminal offence for anyone to prevent or deter another person from**

making a report.

Until the duty comes into force, staff must continue to report all concerns about child sexual abuse immediately to the Lead DSL or a Deputy DSL and follow the school's safeguarding and referral procedures (Section 8.3). This policy will be updated when the duty commences.

9. Working with Families

Alongside KCSIE 2026, the Fioretti Trust is committed to a child-centred approach that recognises the importance of working in partnership with parents, carers and wider family networks, in line with Working Together to Safeguard Children. This reflects the principles of the government strategy Stable Homes, Built on Love: that children should grow up in safe, stable and loving relationships, wherever possible within their own families, with support provided at the earliest opportunity and the role of family and community networks strengthened.

Where it is safe and appropriate, we work openly and collaboratively with parents and carers to support a child's welfare. This includes the Lead DSL or a Deputy DSL considering whether parents should be informed when additional pastoral or wellbeing support is being provided. Parents will not be informed where doing so may place a child at increased risk of harm, and the reason for that decision is recorded.

We seek to understand each child's family circumstances, identity, culture, faith, lived experience and any barriers to accessing support. We communicate openly and compassionately, using interpreters and accessible formats where needed, and encourage children and families to take part in planning and reviewing Family Help, while maintaining appropriate challenge where a parent, carer or other adult may not be acting in the child's best interests.

Professional curiosity

Professional curiosity is the ability and willingness to explore and understand what may be happening in a child's life rather than accepting information at face value. Staff respectfully question, observe, seek clarification, recognise patterns and cumulative risk, explore inconsistencies and listen carefully to the voice of the child, while remaining supportive and child-centred.

10. Confidentiality and Sharing Information

Trusted relationships are at the heart of our work with children and families. Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

The Children's Wellbeing and Schools Act 2026 introduces a new information sharing duty (section 16LA of the Children Act 2004), intended to give staff greater confidence to share information appropriately and in a timely way. From **30 September 2026**, schools must share information they consider relevant to safeguarding or promoting a child's welfare with other relevant organisations where it may help them carry out their safeguarding or welfare functions, before any child protection threshold is reached. Staff should be proactive in sharing information as early as possible, whether problems are first emerging or the child is already known to children's social care. Staff must also follow the Trust Information Sharing Policy and any relevant data-sharing agreements.

When deciding what to share, staff consider whether the information is relevant to current safeguarding risk, necessary for the receiving setting or agency to know, clearly presented and appropriately contextualised. Sharing should be focused and proportionate, but care must be taken not to omit anything that may be relevant to understanding or managing risk.

Data protection law, meaning the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, does not prevent the sharing of information to keep children safe. Where special category

personal data needs to be shared, the "safeguarding of children and individuals at risk" processing condition allows sharing without consent where there is good reason and sharing will enhance the safeguarding of a child in a timely manner. Consent is not needed, and parents will not be told first, where seeking consent would place a child or another person at increased risk, prejudice the prevention or investigation of a crime, or cause unreasonable delay. Decisions to share, or not to share, are recorded with the rationale.

Staff must never promise a child confidentiality. Children are reassured that they have been listened to and that information will only be shared with people who need to know in order to help keep them safe. Information within school is shared on a need-to-know basis. Uncertainty is never a reason to withhold a concern; staff who are unsure ask the Lead DSL.

11. Children Absent from Education and Children Missing Education

Absence from education can be an indicator of abuse, neglect, sexual or criminal exploitation, mental health concerns, risk of radicalisation or other unmet need. Our schools respond to unexplained, repeated and prolonged absence as a potential safeguarding concern and do not treat attendance and safeguarding as separate processes. Each school's attendance procedures identify who is responsible for first-day contact, follow-up, home visits or welfare checks, information sharing, escalation to the Lead DSL, and referral to the local authority or children's social care. Each school will:

- monitor attendance and admissions information daily and follow up unexplained absence on the first day, using more than one contact method where necessary
- consider the child's known vulnerabilities, family circumstances, social care involvement, SEND, health needs, patterns of absence and previous concerns when deciding the urgency of response
- ensure attendance staff alert the Lead DSL or a Deputy DSL without delay where absence is unexplained, repeated, prolonged or linked to a known risk, or where the child's whereabouts and welfare cannot be established
- make reasonable enquiries, recording each contact attempt, information obtained, decisions and reasons for escalation or non-escalation
- work with parents, the child, the local authority and other agencies to understand and address barriers to attendance, unless this would increase risk
- refer to children's social care and/or the Police immediately where a child is suffering or likely to suffer harm, is in immediate danger, or their whereabouts cannot be established and risk is significant
- comply with the School Attendance (Pupil Registration) (England) Regulations 2024 before adding or deleting a pupil from the admission register, including making the required notifications to the local authority
- notify and work with the local authority Children Missing Education service where a child of compulsory school age is not registered at a school and not receiving suitable education, or where enquiries indicate a pupil may become missing education.

A pupil who remains registered is not, solely because of persistent or severe absence, a child missing education, but their absence may still present a serious safeguarding risk. No pupil is removed from roll unless a lawful ground is met and the required enquiries and notifications are complete. Where parents express an intention to electively home educate, the school informs the local authority and the Lead DSL considers whether there are safeguarding concerns. Schools hold more than one emergency contact number for each pupil wherever reasonably possible. These arrangements are read alongside the Trust Attendance Policy and Birmingham Children Missing Education procedures.

SANDWELL SCHOOL ONLY

Notifications of pupils leaving roll, children missing education and elective home education are made to **Sandwell Schools Attendance Support Service** on 0121 569 8147 or APS_CME@sandwell.gov.uk, using the Sandwell Removal from Roll form.

12. Recognise and Respond to Abuse, Neglect and Exploitation

All staff know what abuse, neglect and exploitation are and understand the indicators that a child may be suffering, or likely to suffer, harm, recognising that children can be at risk inside and outside school, inside and outside the home, and online. Abuse, neglect, exploitation and other safeguarding issues rarely occur as standalone events; multiple issues often overlap, and emotional harm is a feature of most forms of maltreatment.

12.1 Categories of abuse and KCSIE 2026 updates

The four categories of abuse are **physical abuse, emotional abuse, sexual abuse and neglect**. Their definitions and indicators are set out in KCSIE Part One, which all staff read in full. KCSIE 2026 updates the definitions as follows:

- Abuse may include harm caused by a child to other family members, often referred to as child to parent or caregiver abuse.
- Emotional abuse can include verbal abuse such as persistent criticism, belittling or name-calling.
- Sexual abuse includes assault by penetration, penetration with an object, and non-contact abuse such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activity, and grooming, including online. Children under 13 cannot legally consent to any sexual activity.
- Exploitation and modern slavery are forms of abuse (Section 12.3).

12.2 Child sexual abuse

Child sexual abuse can occur in any setting, including within the family, and may be perpetrated by adults or other children, online or offline. Children may not recognise it as abuse, and delayed or partial disclosure is common because of fear, shame, loyalty or threats. Staff avoid victim-blaming assumptions and report every concern to the Lead DSL immediately (Section 8.5).

12.3 Exploitation, contextual safeguarding and extra-familial harm

The Trust adopts a contextual safeguarding approach and recognises that significant risks to children can arise outside the family home, in peer groups, schools, neighbourhoods, online and in wider community networks. Exploitation and modern slavery are forms of abuse. Children who are criminally exploited must have their vulnerabilities recognised and be treated as victims; a child cannot consent to being exploited, abused or trafficked. Child sexual exploitation (CSE) and child criminal exploitation (CCE), including county lines, may be committed or facilitated by an organised network or gang, and a victim may identify as part of that group; this may constitute modern slavery and require child protection and modern slavery referrals. The Crime and Policing Act 2026 creates new offences relating to child criminal exploitation and cuckooing. Staff follow current safeguarding and criminal law arrangements, and the Trust will update this policy when the relevant provisions and guidance come into force.

SANDWELL SCHOOL ONLY

Exploitation concerns are referred through the MASH, with specialist advice from the Sandwell Children's Trust **Horizons Exploitation Safeguarding Team** on 0121 569 2524.

12.4 Serious violence

Serious violence may involve physical assault or carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and can be associated with criminal exploitation. Staff report to the Lead DSL any concern about a child carrying or using a weapon or expressing intent to do so. The Lead DSL assesses risk to the pupil and others and may put in place a safety and support plan, using the Birmingham City Council School Safety Plan for children who pose a risk to others, and take action to de-escalate peer conflict. Children with disrupted education, including suspensions, exclusion, time in alternative provision or a history of offending, may be at higher risk.

12.5 Domestic abuse and Operation Encompass

Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Under the Domestic Abuse Act 2021, children who see, hear or experience the effects of domestic abuse are victims in their own right. Children can also experience domestic abuse in their own relationships. Domestic abuse can have a serious, long-term impact on a child's health, wellbeing, development and ability to learn.

All Fioretti Trust schools take part in **Operation Encompass**, the information-sharing scheme between the Police and education settings. KCSIE 2026 notes the statutory duty on the Police to notify a child's education setting, and where relevant the local authority, where they have reasonable grounds to believe a child may be a victim of domestic abuse. The Key Adult (normally the Lead DSL) receives notifications, may use the central safeguarding mailbox to oversee them, records them on CPOMS and ensures appropriate support is in place from the start of the next school day. Notifications do not replace statutory safeguarding procedures or referrals. Where the school is notified that a pupil is living in temporary accommodation, the Lead DSL considers what support is needed.

12.6 Female genital mutilation, forced marriage and so-called honour-based abuse

FGM, forced marriage and so-called honour-based abuse are forms of child abuse and are illegal. FGM can have serious, lifelong physical and psychological consequences. Staff are trained to recognise indicators and risk factors and report all concerns to the Lead DSL without delay; the FGM mandatory reporting duty applies to teachers (Section 8.5). Forced marriage concerns may also be referred to the Forced Marriage Unit.

12.7 Preventing radicalisation and extremism (the Prevent duty)

Under section 26 of the Counter-Terrorism and Security Act 2015, schools must, in the exercise of their functions, have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". The Prevent duty is part of our wider safeguarding obligations. Lead DSLs, Deputy DSLs and senior leaders are familiar with the Prevent duty guidance: England and Wales (2023), especially paragraphs 141 to 210 on education and childcare, which cover leadership and partnership, capabilities, and reducing permissive environments.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to: negate or destroy the fundamental rights and freedoms of others; or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve either of these. **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence. **Terrorism** is an action that endangers or

causes serious violence to a person, causes serious damage to property, or seriously interferes with or disrupts an electronic system, designed to influence the government or intimidate the public for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the Lead DSL considers the level of risk and decides whether to make a Prevent referral or a referral to children's social care. Prevent referrals are first assessed by the Police and may be passed to **Channel**, the voluntary, confidential, multi-agency programme that supports people susceptible to being drawn into terrorism; any further information that comes to light is passed to the Police. Channel is a safeguarding process, not a criminal justice outcome. As required by the Prevent duty guidance, each school keeps a Prevent risk assessment, reviewed annually with the Lead DSL, which also informs its filtering and monitoring. Staff and governors can call the DfE helpline on 020 7340 7264; the Lead DSL can email counter.extremism@education.gov.uk. In an emergency, call 999 or the Anti-Terrorist Hotline on 0800 789 321. Birmingham schools also follow the Birmingham City Council No Platform policy for visiting speakers. The curriculum promotes fundamental British values, critical thinking and respect for difference.

SANDWELL SCHOOL ONLY

Prevent advice is sought from the **Sandwell Council Prevent Education Officer** (see Appendix A for current details).

12.8 Mental health, emotional wellbeing and resilience

Mental health problems can, in some cases, develop into safeguarding concerns, including self-harm, signs of an eating disorder, suicidal ideation or risk of suicide, and may indicate that a child has suffered or is at risk of abuse, neglect or exploitation. Staff are not expected to diagnose, but they promote good mental wellbeing, notice early those who may be struggling, ensure early support and know when to refer.

Any concern that a child's mental health is also a safeguarding concern, including any disclosure of self-harm or suicidal thoughts, must be reported to the Lead DSL **immediately**. If a child is in danger, staff call 999 or arrange for the child to be taken to A&E immediately by a parent or other suitable person. If urgent help is needed but it is not an emergency, staff can use NHS 111 and select the mental health option. School pastoral support and referral to CAMHS are **in addition to**, not instead of, a safeguarding report. Birmingham schools can access the Birmingham City Council suicide postvention support package.

12.9 Prejudice-based harm and violence against women and girls

Racism, faith-based prejudice, homophobia, biphobia, transphobia, disability-based bullying, misogyny and misandry harm children and can be safeguarding concerns in their own right, particularly where they form a pattern or take place online. Incidents are recorded and responded to through this policy and the Behaviour and Anti-bullying policies together.

12.10 Other specific safeguarding issues

Safeguarding risks are wide-ranging and often overlap. Staff who work directly with children and school leaders must read Annex A of KCSIE 2026 and understand the specific safeguarding issues it describes. These include, but are not limited to: child abduction and community safety incidents; children and the court system; children with family members in prison; homelessness; child criminal and sexual exploitation; county lines; modern slavery and the National Referral Mechanism; cybercrime; domestic abuse; so-called honour-based abuse, FGM and forced marriage; Prevent and Channel; child-on-child abuse; sexual violence and sexual harassment; and upskirting.

13. Child-on-Child Abuse, including Harassment and Violence

At the Fioretti Trust, we know that children can abuse other children, including online. Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. It is preventable, and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence. We maintain a zero-tolerance approach: abuse will never be tolerated or dismissed as "banter", "part of growing up" or "just children being children", and staff know that "it could happen here". Girls, children with SEND and LGBT children are more likely to be targeted. Prevention is built through the curriculum and culture described in Section 15.

13.1 Forms of child-on-child abuse

- bullying, including online bullying and prejudice-based and discriminatory bullying
- abuse in children's personal relationships
- physical abuse, such as hitting, kicking, biting or hair pulling, and serious physical assault or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny and misandry
- causing someone to engage in sexual activity without consent
- the consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- online abuse through abusive, harassing and misogynistic or misandrist messages, and sharing abusive images or pornography with those who do not want to receive it
- upskirting
- initiation or hazing violence and rituals
- threats, intimidation, blackmail, coercion and financial abuse between peers.

13.2 Responding to reports

All concerns about child-on-child abuse must be reported to the Lead DSL immediately and recorded on CPOMS in both children's files. The Lead DSL:

- considers whether advice from, or a referral to, CASS is required, taking account of the nature, seriousness, frequency and context of the behaviour and any cumulative risk
- where there is sexual violence, sexual harassment, harmful sexual behaviour, serious physical assault, exploitation, coercion, significant risk or a possible criminal offence, seeks advice from or makes a referral to children's social care and/or the Police as appropriate, and records every call using Appendix D
- uses the **Brook Sexual Behaviours Traffic Light Tool** to assess sexualised behaviour and inform decisions
- informs the Trust Head of Safeguarding of all child-on-child abuse concerns
- involves the Police and Family Help where appropriate, and informs parents unless this would put a child at greater risk
- works with the Headteacher on any behavioural response in line with the Behaviour Policy.

SANDWELL SCHOOL ONLY

In place of CASS, the Lead DSL seeks advice from, and refers to, Sandwell Children's Trust through the MASH. The Brook Traffic Light Tool is used in the same way.

13.3 Harmful sexual behaviour, sexual harassment and sexual violence

KCSIE 2026 substantially strengthens this area. Harmful sexual behaviour can occur between children of any age and sex, online or face-to-face, and may escalate into sexual harassment or sexual violence. It should always be considered within a child protection context. All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or not; the response is proportionate and considers age, development, circumstances, coercion, exploitation and vulnerability.

- Following a report of sexual violence, the Lead DSL or a Deputy DSL carries out an immediate risk and needs assessment. For sexual harassment, the need for a risk assessment is considered case by case. Assessments are recorded, reviewed regularly and inform decisions.
- For reports of rape or assault by penetration, while facts are established and agencies are consulted, the alleged perpetrator is removed from any shared classes with the victim, and reasonable separation across the premises and on transport is considered. This is in the best interests of all children and is not a judgement of guilt.
- Every effort is made to avoid the victim having to change classes, routines or other aspects of their education. Any change is made only to keep the child safe or at the victim's informed request.
- Where a crime may have been committed, the Lead DSL follows the NSPCC and National Police Chiefs' Council guidance on when to call the Police.

Sharing nudes and semi-nudes

Incidents are handled in line with the UKCIS guidance. Staff must **not** view, copy, print, forward or delete the image, or ask a child to delete it. Staff secure the device if safe to do so and tell the Lead DSL immediately. Children can be signposted to the Report Remove tool to have images removed online.

13.4 Supporting children and managing risk

Victims are listened to, believed, taken seriously and protected, and they and their families are offered appropriate internal and external support. Alleged perpetrators also receive support and intervention, recognising that a child who harms may be a victim themselves. Support may include counselling, referral to CAMHS or Family Help, pastoral mentoring, supervision or reintegration plans, and regular review meetings with the Lead DSL. Where a pupil presents a risk to others, an individual risk management plan, or the Birmingham School Safety Plan, is put in place to protect all pupils, with a set review date involving all relevant people. Where neither children's social care nor the Police proceed, the school carries out its own proportionate enquiry.

Teachers are empowered to sanction pupils whose behaviour falls below expected standards, but sanctions alone are never a safeguarding response. Any incident of child-on-child abuse is always considered through a safeguarding lens.

14. Online Safety, Filtering and Monitoring

We recognise the importance of safeguarding children from harmful and inappropriate online material, and that technology is a significant component in many safeguarding and wellbeing issues. Many concerns, including child-on-child abuse, exploitation, radicalisation and sexual abuse, now have an online element. Online safety is a running and interrelated theme across our safeguarding arrangements, related policies, curriculum planning, staff training, Lead DSL responsibilities and parental engagement. Full arrangements are set out in the Trust Online Safety Policy and acceptable use agreements.

14.1 The four areas of risk

KCSIE 2026 continues to use the 4Cs, updated as follows:

- **Content:** exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
- **Contact:** harmful online interaction with other users, or with generative AI applications that simulate this, including peer pressure, commercial advertising, and adults posing as children or young adults to groom or exploit them sexually, criminally, financially or otherwise.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm, including making, sending and receiving explicit images, including those generated using AI, and online bullying.
- **Commerce:** online gambling, inappropriate advertising, phishing and financial scams, including financially motivated sexual extortion.

14.2 Artificial intelligence and emerging technology

Emerging risks include AI chatbots, deepfake images, video and audio, AI-generated sexual images, livestreaming, anonymous and encrypted messaging and harmful online challenges. Any generative AI tool used by staff or pupils must be approved by the Trust and considered against the DfE guidance on generative AI in education and the Generative AI product safety expectations, including safeguarding, ethics, data protection and intellectual property risks. Each school has an AI champion who works with leaders on these developments.

14.3 Filtering and monitoring

Each school has filtering and monitoring systems that meet the DfE filtering and monitoring standards, appropriate to the age of pupils and the risks identified. The Lead DSL takes lead responsibility and understands the systems in place; the Trust IT provider manages the technical systems; and a named senior leader and governor are responsible for assurance. Filtering and monitoring are reviewed **at least once every academic year** by the senior leader responsible, with the Lead DSL and IT support, and whenever there is a new risk, a change of system or a safeguarding incident. Reviews include checks that filtering works on all internet-connected devices in all relevant locations, and a record of these checks is kept. Staff report any filtering failure or inappropriate content immediately.

14.4 Mobile phones and devices

KCSIE 2026 and the statutory guidance Mobile phones in schools expect all schools to be mobile phone-free environments by default. Pupils do not have access to mobile phones throughout the school day, including lessons, break and lunchtimes, unless an exception has been agreed by the Headteacher. Staff, volunteers and visitors use personal devices only as set out in the Staff Code of Conduct and never to photograph or record pupils. In line with the EYFS statutory framework, each school's procedures set out how mobile phones, cameras and other devices are used in its early years provision, and only school devices are used to take photographs of children. Searching, screening and confiscation follow current DfE guidance.

14.5 Cyber security

Each school has measures to protect personal information and appropriate cyber security systems, approached as part of our wider safeguarding responsibilities and in line with the DfE Cyber Security Standards for Schools and Colleges.

14.6 Education and parents

Through an age-appropriate, progressive curriculum, pupils learn how to use the internet safely and respectfully, protect personal information, recognise manipulation, grooming, misinformation and AI-

generated content, and how to report concerns. Schools give parents regular information about online risks and how to report concerns.

15. Curriculum, Pupil Voice and a Culture of Safeguarding

Each school creates a culture where every child feels safe, valued and listened to, and where harmful behaviour is never dismissed as banter. The preventative curriculum set out in Section 7.1 is delivered through Relationships and Health Education, PSHE, Computing, collective worship and assemblies, reinforcing our Christian values of kindness, dignity and justice.

Children's voice

The voice of the child is central to safeguarding in every Fioretti school. Each school ensures that children: have access to a child-friendly version of this policy; know who they can speak to; understand how concerns will be managed; are listened to respectfully; receive timely support; and are kept informed, where appropriate, about decisions affecting them. Every school completes a three houses pupil voice assessment every half term and acts on what children say. Safeguarding messages are shared through two "big message" safeguarding assemblies a year led by the Lead DSL, PSHE, Relationships and Health Education, collective worship, displays and pupil leadership opportunities.

16. Part or Whole School Closures and Remote Learning

During any part or whole school closure, our schools continue to have regard to KCSIE 2026 and this policy. The Lead DSL keeps contact with social workers and the Virtual School Head, and puts in place a communication plan for each vulnerable child who is not attending, which may include telephone calls, virtual contact or doorstep visits, recorded on CPOMS and reviewed regularly. Staff continue to report concerns immediately through CPOMS, which can be accessed remotely, and follow the same standards online as in person, using only Trust-approved platforms, as set out in the Online Safety Policy and Staff Code of Conduct. Headteachers ensure Lead DSLs and Deputy DSLs have remote access to child protection files and enough time to support pupils and staff on their return.

17. School Routines for the Start and End of the Day

Each school has clearly defined, safe routines for the start and end of the day. Staff are visible at entry points to greet pupils, observe their wellbeing and receive messages from parents. Late arrivals sign in at the office, and any safeguarding-related reason for lateness is logged on CPOMS. Pupils are released only to an authorised adult, with procedures for password arrangements, late collection and children not collected. Each school also has a procedure for a child who goes missing during the school day or on a trip, including immediate searching, informing parents and calling the Police where the child is not found quickly. Routines are set out in **Appendix C**, included in induction and training, and changed only after consultation with the Headteacher and DSL.

18. Safer Recruitment and Ongoing Suitability

The Fioretti Trust is committed to safer recruitment and to maintaining a culture of vigilance throughout each person's employment or engagement. The Trust Board ensures that recruitment and selection comply with **Part Three of KCSIE 2026**. The Trust Safer Recruitment Policy should be read alongside this policy. Each school will ensure that:

- job descriptions, person specifications, advertisements and application information set out the safeguarding responsibilities of the role and the Trust's commitment to safeguarding, for example: "The Fioretti Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are subject to an

enhanced DBS check and other pre-employment checks."

- everyone involved in recruitment has received appropriate safer recruitment training covering Part Three of KCSIE, and at least one member of every interview panel has completed safer recruitment training
- application forms, full employment history, reasons for leaving, gaps and inconsistencies, references and self-declarations from shortlisted candidates are scrutinised, and concerns explored and resolved before appointment; references are obtained before interview wherever possible
- **online searches** are carried out for all shortlisted candidates as part of due diligence; candidates are told in advance, a consistent search matrix is used, only information relevant to suitability to work with children is considered, and candidates can discuss anything found
- all offers remain conditional until identity, right to work, an enhanced DBS check (with children's barred list information where the role is regulated activity), prohibition from teaching, section 128 (for management and governance roles), qualifications, overseas checks, mental and physical fitness and any other role-specific checks are complete
- checks and dates are recorded accurately on the **Single Central Record**, and written assurance is obtained for agency, third-party and fee-funded trainee teacher checks
- no unchecked person works unsupervised or undertakes regulated activity
- induction, probation, supervision, training, appraisal and the management of low-level concerns support ongoing suitability, and staff are reminded that their relationships and associations, including online, may affect their suitability
- statutory referrals to the DBS and, where applicable, the Teaching Regulation Agency are made when the criteria are met. It is a criminal offence knowingly to employ a barred person in regulated activity.

Identity documents are retained in line with the Trust Records Retention Schedule; right to work documents are retained for the duration of employment plus two years.

18.1 Volunteers and regulated activity

From 1 September 2026, the Crime and Policing Act 2026 removes the supervision exemption from regulated activity. Any volunteer who teaches, trains, instructs or supervises children frequently, or on more than three days in any 30-day period, or overnight (between 2am and 6am), is in regulated activity and needs an enhanced DBS check with children's barred list information, whether or not they are supervised. Existing volunteers who are now in regulated activity must have their barred list status checked. Where a volunteer meets the three-day condition across several settings, the settings agree who applies for the check. Volunteers in the EYFS must not start until the school has received their enhanced DBS certificate with barred list information. Occasional volunteers, such as parents helping on a single trip, are risk assessed and never left alone with children.

18.2 Disqualification under the Childcare Act 2006

Staff who provide early years childcare, or childcare for children under 8 outside school hours such as breakfast and after-school clubs, and those who directly manage them, must not be disqualified under the Childcare Act 2006. Disqualification by association no longer applies in schools. Relevant staff complete a self-declaration at appointment and annually, referenced on the Single Central Record, and must disclose any change in circumstances immediately.

18.3 Visitors and visiting speakers

All visitors sign in, wear identification and receive safeguarding information on arrival. Visitors wearing red lanyards have not been checked and must be accompanied at all times. Visiting speakers must follow the Trust visitor safeguarding statement: content must support fundamental British values and

the school's ethos, must not marginalise any group, glorify criminal behaviour or promote extremism, and must be age-appropriate.

18.4 Use of school premises for non-school activities

Where a school hires its facilities to organisations or individuals, safeguarding requirements are included in the hire agreement as a condition of use, in line with Keeping children safe in out-of-school settings. Hirers must provide their safeguarding policy, confirm safer recruitment and checks, and report incidents. Failure to comply leads to termination of the agreement. Lettings are inspected termly. Where an allegation arises from an activity on school premises, the school follows its safeguarding procedures, including informing the LADO.

18.5 Work experience and trainee teachers

Where a placement provider supervises a pupil on work experience for more than three days in any 30-day period, this is regulated activity. Trainee teachers are checked by the school or the training provider, and the school obtains written confirmation of those checks.

19. Managing Concerns and Allegations about Staff, Supply Staff, Trainee Teachers, Volunteers and Contractors

All adults working with our children are in a position of trust, and sexual activity with a child under 18 by a person in a position of trust is an offence under the Sexual Offences Act 2003, as amended. Staff maintain professional boundaries in person and online, in line with the Staff Code of Conduct and the Guidance for Safer Working Practice, and must immediately report any concern about the conduct of an adult working or volunteering with children, including supply staff, trainee teachers, contractors and those hiring school premises. Managing allegations is not the Lead DSL's responsibility, although the Lead DSL may be consulted.

19.1 Allegations that may meet the harm threshold

This applies where an adult has, or may have: 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 in a way that indicates they may pose a risk of harm to children; or behaved in a way that indicates they may not be suitable to work with children, including behaviour outside school, such as domestic abuse, substance misuse or concerning online activity, that may present a transferable risk.

If the concern is about	Report immediately to
A member of staff, supply or agency worker, trainee teacher, volunteer or contractor	The Headteacher
The Lead DSL	The Headteacher
The Headteacher	The CEO, Claire Grainger, who acts as case manager in accordance with the Trust's scheme of delegation and allegations procedure, consults the LADO without delay and informs the Chair of the Local Governing Board
The CEO	The Chair of Trustees, Philip Wood, who determines the case management arrangements and liaises with the LADO
An organisation or individual using school premises	The Headteacher, who follows the same process and informs the LADO
Where there is a conflict of interest	Directly to the LADO

The case manager reports to the **LADO without delay, and at the latest within one working day**, and informs the Trust Head of Safeguarding. Before contacting the LADO, the case manager may carry out basic enquiries in line with local procedures, such as whether the individual was in school, whether contact with the child could have occurred, whether there were witnesses and whether there is CCTV, without jeopardising any Police investigation. No internal investigation takes place until the LADO has advised. Allegations are treated with the utmost confidentiality, and records are stored securely and separately.

Suspension is not automatic; alternatives such as redeployment or supervision are considered first, and any suspension is justified and recorded. The individual is offered support, including access to a union representative, and the child is safeguarded and supported throughout. Where an allegation is substantiated and a person is dismissed, resigns or stops providing services, the school considers its duty to refer to the DBS and, for teachers, the Teaching Regulation Agency, including for volunteers in regulated activity. Trainee teacher providers follow the same procedures as supply agencies.

SANDWELL SCHOOL ONLY

Allegations are reported to the **Sandwell LADO** on 0121 569 4770 or sandwell_lado@sandwellchildrenstrust.org, not the Birmingham LADO.

19.2 Low-level concerns

A low-level concern does not mean the concern is insignificant. It is any concern, however small, including a sense of unease or nagging doubt, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work, and that does not meet the harm threshold or is not serious enough to consider referral to the LADO. Examples include being over-familiar with children, having favourites, using inappropriate language or humour, one-to-one situations outside policy expectations, inappropriate social media interactions or unprofessional use of AI tools, and repeated searches for inappropriate content flagged by monitoring.

- Low-level concerns are reported to the Headteacher as soon as possible. If the Headteacher is not available, they are reported to the Lead DSL, who passes them to the Headteacher the same day. Concerns about the Headteacher are reported to the CEO, Claire Grainger.
- The Headteacher is the decision maker for all low-level concerns and may consult the Lead DSL. The Headteacher records the decision, the reasons for it and any action taken.
- They are recorded in writing on CPOMS under the tag "Low-level concerns", with access restricted to the Headteacher and the Lead DSL. Records include a factual account, the names of the person raising the concern and the person it concerns, context, action taken and outcome.
- Responses may include an informal conversation, additional training or supervision, or further monitoring. Concerns about supply staff and contractors are notified to their employers.
- Records are reviewed termly by the Headteacher and Lead DSL, and by the Trust Head of Safeguarding at audit points, to identify patterns. Repeated low-level concerns may meet the harm threshold and are brought to the attention of the CEO. If in doubt whether a concern meets the harm threshold, the Headteacher consults the LADO.
- Staff are encouraged to self-refer. Those who raise concerns are protected from detrimental treatment. In line with KCSIE, low-level concerns are not included in references unless they relate to matters that would normally be included in a reference, such as misconduct or poor performance. A low-level concern that relates only to safeguarding is not referred to in a

reference.

19.3 Whistleblowing and raising concerns about safeguarding practice

All staff and volunteers must be able to raise concerns about poor or unsafe safeguarding practice, wrongdoing or failures in safeguarding arrangements without fear of victimisation. Staff normally raise concerns with the Headteacher; concerns about the Headteacher are raised with the CEO, and concerns about the CEO with the Chair of Trustees. Where there is a conflict of interest, staff use the alternative route in the Trust Whistleblowing Policy. Staff who feel unable to raise a concern internally, or believe a genuine concern is not being addressed, can contact the **NSPCC Whistleblowing Advice Line on 0800 028 0285**. Whistleblowing does not replace the duty to act immediately where a child may be at risk; in an emergency, contact the Police on 999. Staff are told at induction, and reminded through safeguarding updates, how to access the Whistleblowing Policy.

20. Record Keeping

Each school holds safeguarding records confidentially, safely and securely on **CPOMS**, separately from the main pupil record, with access restricted to the Lead DSL, Deputy DSLs and authorised staff. Family files are not kept separately. All safeguarding concerns, discussions, decisions and the reasons for them are recorded in writing. Records are clear and factual and distinguish between observed concerns, professional opinion and historic information. They include: a clear and comprehensive summary of the concern; details of how it was followed up and resolved; any action taken, decisions reached and the outcome; and the rationale for decisions, including where referrals were or were not made to children's social care, Prevent or other agencies.

20.1 Transferring and receiving records

When a child for whom the school has, or has had, safeguarding concerns moves to another school, the Lead DSL ensures the child protection file is transferred securely, separately from the main pupil file, and receipt is confirmed. This is done electronically through CPOMS where possible; otherwise a hard copy chronology is sent by recorded or special delivery or hand-delivered. To allow the new school to have support in place when the child arrives, files are transferred within:

- **5 days** for an in-year transfer, or
- the **first 5 days** of the start of a new term.

The exporting school includes a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs, with historic information appropriately contextualised so that it supports rather than disadvantages the child. Where concerns are significant or complex, or social services are involved, the Lead DSL speaks to the receiving school's Lead DSL before the child starts. Where information indicates a risk to others or to the child, such as previously carrying or using a knife or weapon, the receiving school assesses risk and puts in place a safety and support plan when the child arrives.

20.2 Retention, archiving and destruction

Where a file is not transferred, for example because the child leaves the country or is home educated, it is retained securely. Each school has a clear retention schedule based on the IRMS Academies Toolkit, a secure system to archive records with restricted access, and written assurance from CPOMS that records, including archived records, are maintained securely. Safeguarding records are retained in accordance with the Trust Records Management Policy and Retention Schedule, taking account of statutory requirements, relevant professional guidance, legal claims and any requirements arising from safeguarding reviews or inquiries. Where records relate to child sexual abuse or allegations of child sexual abuse, the Trust applies the enhanced retention arrangements set out in its Records Management Policy.

21. Training and Development

All staff receive safeguarding and child protection training at induction, including online safety, filtering and monitoring, child-on-child abuse, information sharing, attendance and the school's procedures for responding to concerns. Training is regularly updated, and all staff receive safeguarding and child protection updates, including online safety, as required and at least annually. All staff, including those who do not work directly with children, read Part One of KCSIE 2026 in full each year and confirm that they understand their safeguarding responsibilities.

The Lead DSL and Deputy DSLs undertake safeguarding and child protection training appropriate to their role, updated at least every two years, and their knowledge and skills are refreshed at least annually. They also undertake Prevent awareness training. Trustees and governors receive safeguarding and child protection training, including online safety, at induction, updated regularly so that they can provide effective strategic challenge and assurance. Everyone involved in recruitment undertakes appropriate safer recruitment training.

Who	Training	Frequency
All new staff	Safeguarding induction: this policy, KCSIE Part One (read in full and signed), Staff Code of Conduct, Behaviour Policy, safeguarding response to absence, online safety and filtering and monitoring, and the identity of the Lead DSL and Deputy DSLs	On the first day of employment
Volunteers	Safeguarding induction proportionate to their role, including this policy, how to report a concern and the identity of the Lead DSL and Deputy DSLs	Before they start working with children
Governors and trustees	Safeguarding induction, including this policy and KCSIE	On appointment, before taking up their role
All staff	Whole-school safeguarding and child protection training, including online safety, filtering and monitoring, Prevent, child-on-child abuse and emerging risks	Annually, updated each September
All staff	Safeguarding updates through briefings, bulletins and staff meetings	At least termly
Lead DSL and Deputy DSLs	Formal designated safeguarding lead training, including Prevent	At least every two years
Lead DSL and Deputy DSLs	Knowledge refreshed through Trust network meetings, supervision, local authority briefings and reading	At least annually
Governors and trustees	Safeguarding training, including online safety, filtering and monitoring, cyber security and AI	At induction and regularly updated
Recruitment panels	Safer recruitment training	Before sitting on a panel, refreshed in line with the Safer Recruitment Policy
Designated Teacher, SPOC, Operation Encompass Key Adult, Mental Health Lead	Role-specific training	As required by the role

Training records are maintained centrally and show the training completed, the date, the provider, the person's role and the date for review or renewal where applicable. Staff who support children with safety or risk management plans receive the training they need to do so.

22. Implementation, Monitoring and Review

This policy is reviewed annually by the Trust Head of Safeguarding against KCSIE, Working Together and BSCP and SCSP updates, and approved by the Trust Board. It is also reviewed after any change in legislation or statutory guidance, a serious incident, or learning from a local or national review. Local contacts in Section 2 and Appendix A are checked by each Lead DSL every September.

Effectiveness is monitored through termly Lead DSL reports to local governing boards, the Head of Safeguarding's termly reports to the Trust Board, Trust safeguarding and single central record audits, governor visits, pupil voice, staff voice, and analysis of CPOMS records. Staff are given the opportunity to contribute to and shape safeguarding arrangements and this policy through the Trust safeguarding network and staff consultation. The publication of this policy is accompanied by communication with staff about any significant changes. A signed master copy is kept securely by each school, and a copy without signatures is published on the school website.

Approval. This Trust policy is approved by the Trust Board. Each school must complete the school-specific information in Appendix A and Appendix C before publication and implementation. The Headteacher and Lead DSL are responsible for making sure these appendices remain accurate.

Appendix A: Individual School Safeguarding and Child Protection Staffing Information

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

Each school will complete this information and display it in the staff room as part of the Safeguarding and Child Protection Policy ratified by the Trust.

SANDWELL SCHOOL ONLY

The Sandwell school also records here: its named **Sandwell Child Protection Officer for Education**; the **Sandwell Prevent Education Officer**; and confirms the MASH, Emergency Duty Team, LADO, Family Hub and Strengthening Families contacts in Section 2 are current.

Position	Name	Working pattern and school contact (school telephone or safeguarding mailbox)
CEO	Claire Grainger	c.grainger@fioretti.co.uk
Trust Head of Safeguarding	Sarah Campbell-Swords	s.swords@fioretti.co.uk
Headteacher	Sarah Williams	s.williams@fioretti.co.uk
Lead DSL	Sarah Williams	s.williams@fioretti.co.uk
Deputy DSLs	Luke Moss Nicole Bury Stella Cipollaro	l.moss@fioretti.co.uk n.bury@fioretti.co.uk s.cipollaro@fioretti.co.uk
Designated Teacher for looked-after and previously looked-after children	Sarah Williams	s.williams@fioretti.co.uk
SENCO	Sarah Williams (maternity cover) Stella Cipollaro (maternity leave)	s.williams@fioretti.co.uk s.cipollaro@fioretti.co.uk
Senior Mental Health Lead	Sarah Williams	s.williams@fioretti.co.uk
Prevent single point of contact (SPOC)	Sarah Williams	s.williams@fioretti.co.uk

Position	Name	Working pattern and school contact (school telephone or safeguarding mailbox)
Operation Encompass Key Adult	Sarah Williams	s.williams@fioretti.co.uk
Online safety lead / AI champion	Sarah Williams	s.williams@fioretti.co.uk
Chair of the Local Governing Board	David Lyall	d.lyall@fioretti.co.uk
Safeguarding Governor	David Lyall	d.lyall@fioretti.co.uk
Lead DSL cover, safeguarding mailbox and out-of-hours arrangements	Sarah Williams	s.williams@fioretti.co.uk

Appendix B: Trust Description of the Lead DSL Role

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

The Lead DSL must be an appropriate senior member of staff from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Trust Board, and working with a range of agencies, including the local authority. Each school also appoints Deputy DSLs, who need not be teachers but must be trained and able to carry out the role. Deputies may carry out delegated activities, but the lead responsibility remains with the Lead DSL and cannot be delegated. The Headteacher must ensure that leadership time is ring-fenced so the Lead DSL can carry out their responsibilities. This description is the minimum expectation of the role, read alongside Annex B of KCSIE 2026 (Role of the designated safeguarding lead).

Manage referrals

- refer cases of suspected abuse to local authority children's social care as required, and support staff who make referrals
- refer cases where there is a radicalisation concern to Channel or children's social care as required
- support the Headteacher to refer to the DBS where a person is dismissed or leaves because of risk or harm to a child
- refer cases where a crime may have been committed to the Police as required.

Work with others

- act as the point of contact for all safeguarding matters and with safeguarding partners
- keep the Headteacher informed of issues, especially section 47 enquiries and Police investigations
- be an active member of the Fioretti Trust safeguarding network, attending network meetings and supervision and supporting colleagues across the Trust
- work with the Safeguarding Governor on monitoring and report termly to the Local Governing Board using the agreed template
- work with the school business or office manager so that safeguarding and safer recruitment processes are in place and followed, and ensure the Supervision Policy is followed
- liaise with pastoral staff, IT technicians, the SENCO and the Senior Mental Health Lead on safeguarding, including online safety, and when deciding whether to refer
- provide safeguarding induction for all new staff and act as a source of support, advice and expertise
- help develop a curriculum that teaches about specific safeguarding issues
- oversee the sharing and transfer of information, including child protection files within the timescales in Section 20, and consider sharing information in advance of a move so that support is in place when the child arrives.

Training and knowledge

The Lead DSL and Deputy DSLs undertake formal training at least every two years and refresh their knowledge at least annually (Section 21). They understand early help, Family Help and statutory assessment, including local thresholds and referral routes; contribute effectively to child protection conferences; understand data protection and information sharing; keep accurate, secure records; understand the Prevent duty; understand online risks, including AI and the additional risks for children with SEND; maintain safeguarding during any closure; and encourage a culture of listening to children.

Raise awareness

- ensure this policy is known, understood and used, is reviewed annually, and is published on the school website
- make sure parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- promote educational outcomes by sharing information about the welfare and safeguarding issues experienced by children, including those with a social worker, with teachers and leaders, maintaining high aspirations for this cohort
- develop effective ways to communicate with parents about safeguarding.

Appendix C: Beginning and End of Day Routines

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

St Thomas Beginning and End of Day Routines

Beginning of the Day Routine
The children will come into school through the school gates accompanied by their appropriate adult. They will remain the responsibility of their adult until they are handed over through the main doors. Nursery and Reception pupils will enter through their own entrance and be met by EYFS staff
All other year groups will enter through the main entrance. All doors will open at 8.30 am, and staff will remain on the doors until 8.45 am, when the doors will be closed, and children will gpo to the school office to come into school . Children who arrive after 8.45 am will be recorded in the late book. This will ensure that once children are in the school building, they cannot leave unaccompanied.

Doors MUST NOT be opened and left unattended for any reason . If you open the door, you stay on the door.

End of Day Routine
The end-of-day routine must be followed as set out in this document. Changes to the end-of day routine are not permitted unless directed by Miss Williams or Mr Moss. Classes will be released from the following areas with staff indicated .

Class	Area	Staff
Nursery/Reception	Early Years Department	Early Years team
Year 1 and Year 2	Key Stage 1 classroom	Key Stage 1 staff
Year 3 and Year 4	Doors next to the school office	Lower Key Stage 2 staff
Year 5 and Year 6	Playground	Upper Key Stage 2 staff

Children will remain in a line until a parent/carer can be seen directly in front of the teacher , and only then will the teacher release the child. Parents/carers are not allowed to remove their children from the line without a teacher releasing them. This is to ensure the children are handed over safely to the correct adult.
If parents want to speak to the teacher, they will be asked to make contact via email addresses and arrange a suitable meeting or wait until all children have been released. Messages can be left at the office for staff to call parents. If the adult collecting the child is not the usual person to pick them up , a password must be provided. If it cannot be provided , children must not be released and must be brought to the office for contact to be made with their parents/carers. There will be a member of staff at the gate from 3.10 pm until 3.25 pm each day. Children who walk home alone must have written permission given to the office.

Any children who are collected late will remain in the playground/at their exit with their class teacher until 3.25 pm, and a record will be kept of late pick-ups. If parents haven't arrived at this point , it will

be passed on to SLT. All parents collecting their children late must sign the late register, so lates can be monitored. Repeated late collection will result in a meeting with the Head teacher. Parents must collect their children at 3.15 pm.

We understand that on occasions there may be reasons beyond parents' /carers' control, and this information should be passed on via a call to the office .

Appendix D: Outside Agency Call Record

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

To be used by the Lead DSL or a Deputy DSL DSLs when calling or receiving calls from CASS, the Police, Family Help or Early Help, or the LADO. Attach to CPOMS the same day. Please use the back of the form for additional notes. Do not use sticky notes.

Name and position of DSL	
Name of child	
Date of incident	
Speaking to (CASS / Sandwell MASH / Police / Social Care / Family Help / LADO / other)	
Date and time of call	
Initial person spoken to	
Name and time of second person spoken to	
Any other people spoken to	
Points raised	
Advice given / actions suggested	
Outcome	
Signed	

Appendix E: Dealing with a Disclosure of Abuse

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm. Do not show shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased they are speaking to you and that they have done the right thing.
- Never enter a pact of secrecy. Explain that you will try to help but will need to tell other people to do this; say who and why.
- Tell them you believe them and take them seriously. Children rarely lie about abuse, though they may have tried to tell others and not been heard.
- Tell the child it is not their fault.
- Encourage the child to talk but do not ask leading questions or press for information. Use open questions such as "Tell me", "Explain", "Describe".
- Listen and remember. Check you have understood what the child is trying to tell you.
- Do not say that what they experienced is dirty, naughty or bad, and do not comment on the alleged abuser.
- Be aware the child may retract what they have said. It is essential to record everything you heard.
- At the end, tell the child again who you are going to tell and why.
- As soon as possible, make a detailed record on CPOMS. Record what the child said in their own words, and add the facts: the date, time and place, who was present, anything you observed (such as injuries or behaviour), any questions you asked and what you did next. Do not add opinion or interpretation.

It is not staff's role to seek disclosures. Their role is to notice that something may be wrong, ask about it, listen, be available and make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosures of abuse must be reported to the Lead DSL immediately, who will contact children's social care without delay. Listening to a child who has been abused can be upsetting; support is available from the Lead DSL, the Headteacher and the Trust Head of Safeguarding.

Appendix F: What to do if you are Concerned about a Child

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

Step	What you do
1. Listen	Stay calm. Let the child speak in their own words. Do not ask leading questions. Never promise to keep a secret (Appendix E).
2. Report	Tell the Lead DSL or a Deputy DSL immediately, in person or by phone. If they are not available, tell the senior person responsible for the school. Do not wait for more evidence and do not assume someone else has reported it.
3. Record	Record on CPOMS the same day: the reasons for your concern, the child's full name and date of birth, what you saw and heard in the child's own words, and who you told. Separate fact from opinion.
4. Immediate danger	Call 999, then tell the Lead DSL. Any member of staff can refer directly to children's social care (Section 2).
5. Concern about an adult	Tell the Headteacher. If it is about the Headteacher, tell the CEO. Do not investigate (Section 19).
6. Nothing seems to happen	Speak to the Lead DSL again. If you still believe the child is not safe, escalate to the Headteacher, the Trust Head of Safeguarding or directly to children's social care.

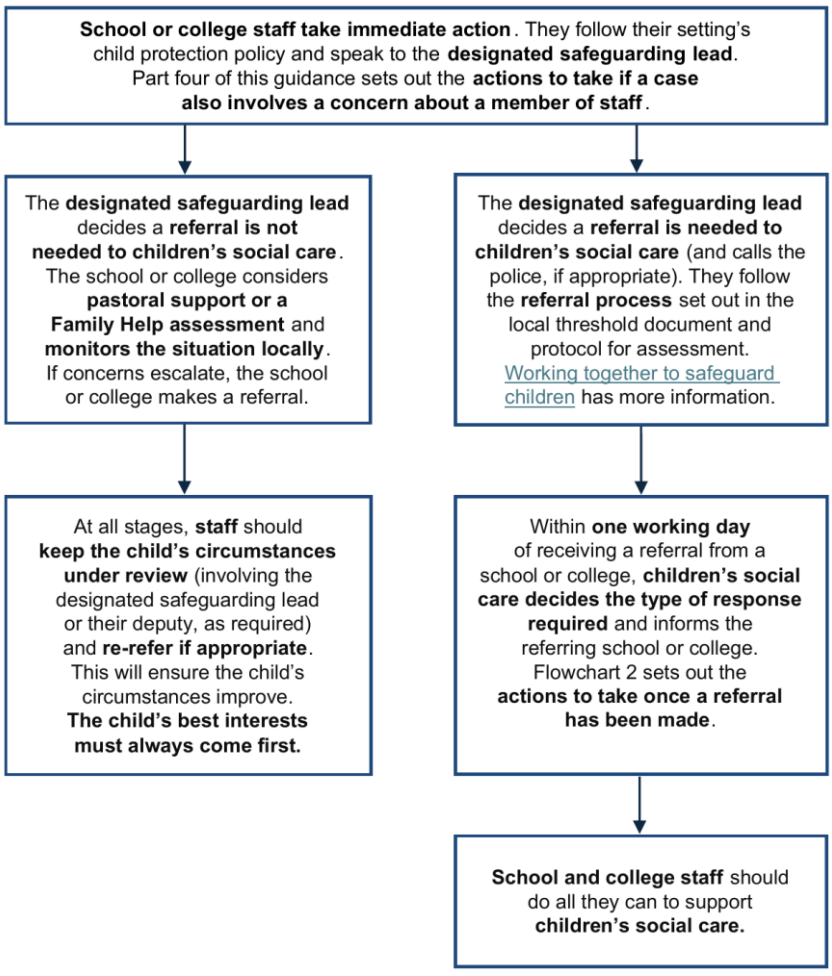
The Lead DSL and children's social care decide how and when to involve parents. Parents are not told if this would increase the risk to the child. Keep information confidential on a need-to-know basis.

Appendix G: Actions Where there are Concerns about a Child

Fioretti Trust promotes a strong and effective culture of Safeguarding and is committed to supporting each school within the Trust.

These flowcharts are taken from Keeping Children Safe in Education 2026 (Flowcharts 1 and 2). Local referral routes are in Section 8.3: CASS for Birmingham schools and the Sandwell MASH for our Sandwell school.

Flowchart 1: actions taken by a school or college when there are concerns about a child



Flowchart 2: actions taken once a referral has been made to children's social care

