

Paradigm Trust

Safeguarding Policy and Child Protection Procedures

September 2026

“Nothing is more important than children’s welfare. Every child deserves to grow up in a safe, stable, and loving home. Children who need help and protection deserve high quality and effective support. This requires individuals, agencies, and organisations to be clear about their own and each other’s roles and responsibilities, and how they work together.”

Working Together to Safeguard Children, 2026

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1. PURPOSE OF POLICY AND GUIDING PRINCIPLES

'Safeguarding' is the action that is taken to promote the welfare of children and protect them from harm. This applies to all children in our care and our communities.

'Child protection' is the activity to protect specific children who are suffering, or who are likely to suffer, significant harm. Therefore, *protection* is a specific element of safeguarding, whereas safeguarding legislation in general is about the promotion of children's needs and the prevention of harm. This emphasises the need for all staff to be able to respond early when they have a concern rather than wait until this is more defined and certain.

A child is defined by the Children Act 1989 as anyone who has not yet reached their 18th birthday.

Safeguarding children from abuse or neglect is everybody's business. In Paradigm Trust, the welfare of the children attending our schools is paramount and we fully recognise our responsibilities to protect and safeguard the welfare of those children. We are committed to working together with other agencies to identify, assess, and support those children who are suffering or likely to suffer harm.

All staff (including directors and volunteers) have a responsibility to report at the first available opportunity any concerns that they have that a child is suffering, or is likely to suffer, from abuse or neglect. The concerns should be shared with the staff identified in this policy, who will ensure that all allegations and concerns are taken seriously, and consider sharing the concerns with the appropriate service such as the local children's social care directorate, the police, Ofsted, the local authority designated officer (the LADO), or the NSPCC.

Acting on safeguarding concerns does not necessarily mean that the child will be subject to child protection processes or removed from the family home. Early intervention may result in the child and their carers being provided with necessary support to prevent the situation from worsening, and therefore improving the child's outcomes.

The procedures below are compulsory and apply to all our staff and any other persons working with the organisation whether on a paid, voluntary, or temporary basis. Failure to follow them will be addressed through the appropriate disciplinary procedures.

Paradigm Trust's commitment to safeguarding includes:

- a. Ensuring that all staff / volunteers are carefully selected, trained and supervised (following national guidelines).
- b. Creating and maintaining a safe environment in which:
 - children can learn, achieve, and thrive
 - children feel safe and cared for

- best practice is observed around guidance on lone working, use of physical contact, and staff conduct
 - there is an open and transparent culture which enables staff and children to raise concerns
- c. Assessing the risk that children and young people may encounter and taking steps to minimise and manage this.
 - d. Raising awareness of safeguarding with our staff and volunteers and giving them the information and skills that they need to recognise potential signs for concern and know what action to take when they have concerns (including when they may have concerns about other members of staff).
 - e. Knowing when to raise concerns in relation to children who are absent from education, particularly on repeat occasions/and or prolonged periods of absence.
 - f. Having a code of conduct so that our staff and volunteers understand the high standards expected of them when working with the children who attend our schools, and of the expectations of them outside of school hours
 - g. Appointing at least one Designated Safeguarding Lead (DSL) and alternate DSLs for each learning establishment and ensuring that they undergo the appropriate DSL training every two years.
 - h. Ensuring that all staff, volunteers, children and parents are aware of the named persons in each school and the process of reporting concerns to them.
 - i. Through good quality training, raising awareness of staff of the need to safeguard children and their responsibilities in safeguarding and the relevant policies and procedures. This training will be reviewed and revised annually, and we will ensure that all new staff have access to face to face training within the first three months of their employment. Prior to this online safeguarding training will be completed as part of each new starter induction process. All staff must read Part One of KCSIE 2026 in full during induction and annual updates.
 - j. Developing and implementing all relevant policies and procedures and ensuring annually that staff, volunteers, parents and children are aware of them and how to access them.
 - k. This policy will be reviewed annually and will be available to parents, children and our safeguarding partners on request. The annual review of the policy will take into consideration all aspects of applicable legislation and advice current at the time of the review.

Appendix 1 provides the definitions of terms relevant to our safeguarding procedures.

As the children having contact with the schools in Paradigm Trust live in different areas of the UK, they are subject to different safeguarding arrangements according to the local authority area in which they live. Further information is available via the local safeguarding partners (formerly the local safeguarding children board) procedures for the area in which the child is living. These can be found by

conducting an internet search for 'safeguarding children procedures' and the name of the town, city or area in which the child is living.

2. RELEVANT GUIDANCE

In the drafting of this policy we have taken into consideration the legislation and guidance detailed in Appendix 2, with particular regard to

[Keeping Children Safe in Education \(KCSIE\) 2026](#)

[Working Together to Safeguard Children 2026](#)

[Children Act 1989](#)

[Children Act 2004](#)

[Data Protection Act 2018, UK GDPR, and Data \(Use and Access\) Act 2025](#)

[Guidance for Safer Working Practice for Adults Who Work with Children and Young People \(2019\)](#)

[Information Sharing: Guidance for practitioners and managers. HM Government \(2019\)](#)

[Mental health and behaviour in schools](#)

[Behaviour in schools guidance](#)

[Promoting children and young people's emotional health and wellbeing](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[HM Government - Multi-agency statutory guidance on Female Genital Mutilation](#)

[CEOP](#)

[Working together to improve school attendance - August 2024 - GOV.UK](#)

[Channel duty guidance: protecting people susceptible to radicalisation \(accessible\) - GOV.UK](#)

[Prevent duty guidance: Guidance for specified authorities in England and Wales](#)

This policy should be read and adhered to in conjunction with our other relevant safeguarding procedures, in particular:

- Behaviour and anti-bullying policy
- Attendance policy and procedures
- Whistleblowing policy
- ICT: E-safety, data security, acceptable use policy and procedures
- Sex and relationships policy
- Staff disciplinary policy
- Recruitment and selection policy and procedures

- Staff code of conduct parts 1 & 2
- Managing allegations against staff
- Procedures for contractors
- Paradigm Trust intimate care guidance

3. EQUALITY STATEMENT

Some children have an increased risk of abuse. Additional barriers can exist for some children regarding recognising or disclosing abuse. Paradigm Trust is committed to anti-discriminatory practice and recognises children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

4. SAFEGUARDING AND CHILD PROTECTION RESPONSIBILITIES

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet children's needs as soon as problems arise.
- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

In ensuring that our organisation is prepared for and able to discharge its safeguarding responsibilities we will ensure that:

- a. We have at least one designated safeguarding lead (and Alternate DSL to act in their absence) for each of our schools and that all children, parents, staff and volunteers are aware of the named person and process of reporting concerns to them. The name of the DSLs and their contact details are included at Appendix 3 of this policy.

The role of the DSL includes:

- Monitoring and recording concerns about the well-being of a child or young person
- Giving advice to staff and volunteers
- Being an identifiable point of contact both inside and outside of the organisation
- Making referrals to the Local Authority Children's Services and the police
- Liaising with other agencies such as health

- Arranging training for staff / volunteers
 - Drafting, implementing, and reviewing policies and procedures
 - Ensuring safer recruitment practices are followed
 - Liaising with the senior leadership team in their school, Directors, Board and other designated leads within the Trust
 - Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff
 - Being aware of pupils who have a social worker
- b. We have procedures for reporting, recording, and reviewing cases where suspected abuse or neglect has been identified.
- c. We have a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns
- d. Directors have safeguarding responsibilities as part of their role, including: governance and scrutiny of policies and procedures; oversight of the management of safeguarding concerns; safer recruitment of staff; oversight of allegations made against staff; and generally supporting (and holding to account) the work of DSLs.
- e. Where there are safeguarding concerns, written records are created. Such records will be kept in a secure manner, and in accordance with retention policies of the Paradigm Trust.

5. DEFINING CHILD ABUSE AND NEGLECT

5.1 What is abuse, neglect and exploitation?

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation, **suicidal ideation or severe self-harm**, and consensual and non-consensual sharing of nude and semi-nude images and/or videos **(including AI-generated explicit content/deepfakes)** can be signs that children are at risk.

Abuse and neglect are forms of child abuse. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

All staff should be aware that safeguarding issues can manifest themselves via **child-on-child** abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence / sexual assaults and online exchange of images, **or making or sharing of nudes and semi-nudes**. It is important that this is recognised and responded to as a safeguarding issue.

Staff might become concerned for a child because of:

- comments made by the child, parent, carer, other family members, school staff or friends.
- changes in a child's behaviour or mood which may indicate abuse or neglect. This includes issues around attendance and attainment in school.
- indications that the child's family is under extreme stress or that a child's home is lacking in stability, which may be because of issues such as financial pressures, mental health, disabilities, substance misuse, poverty, relationship difficulties, domestic abuse or violence.
- an injury which arouses suspicion because:
 - of the location and appearance of the injury, particularly where it does not make sense when compared with the explanation given.
 - the explanations differ depending on who is giving them (e.g. differing explanations from the parent / carer and child).
 - the child appears anxious and evasive when asked about the injury.
- a series of events, which may not be thought to be of concern individually, but when they are viewed together can be considered as significant.
- bullying including online bullying – this can be defined as deliberately hurtful behaviour, usually repeated.
- suspected self-harm which can be due to abuse and neglect or evidence of an existing or emergency mental health issue.
- observation of a colleague or other professional which causes concern, either for the children they work with, or children visiting or living in their family home (or that they otherwise have contact with).

5.2 Who abuses children?

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger (for example, via the internet). They may be abused by an individual adult or a group, or another child / children. They may be abused by someone in a position of trust to them.

Children may also experience abuse when attending clubs or associations, and at leisure or sporting facilities, events, or activities.

Safeguarding incidents/behaviours can be associated with factors outside of school, and can take place between children outside of the educational setting. This is referred to as 'contextual safeguarding' and staff should ensure that all known additional factors are taken into account when assessing whether a child is at risk of harm or abuse in situations outside of their families.

Further information on some of the categories of extra-familial harms can be found in appendix 5.

5.3 Categories of abuse and neglect

There are four defined categories of child abuse, which are forms of significant harm.

These are:

- neglect.
- physical abuse.
- emotional abuse.
- sexual abuse.

Further information regarding the definition of these categories of abuse and possible warning signs are included in Appendix 4.

This is not an exhaustive list and any concerns regarding a child's wellbeing should be discussed with the DSL at the earliest opportunity in accordance with this policy.

5.4 Children in specific circumstances

Paradigm Trust acknowledges the government guidance for children in specific circumstances as outlined below:

- child sexual exploitation (CSE)
- child criminal exploitation (CCE) otherwise known as 'county lines'
- bullying including cyberbullying
- domestic violence and abuse
- faith abuse
- female genital mutilation (FGM)
- forced marriage and other forms of 'honour' based abuse
- gangs and youth violence
- radicalisation
- making or sharing of nudes and semi-nudes, upskirting and online safety
- teenage relationship abuse
- trafficking
- SEND children
- children who are looked after by the Local Authority, or who have recently returned from care (including kinship care)
- children who have been previously looked after by the Local Authority
- children who are the subject of a private fostering arrangement.

Further information on some of these issues is contained at Appendix 5.

6. WHAT TO DO WHEN YOU HAVE A CONCERN

Paradigm Trust staff need to be vigilant about safeguarding concerns and act appropriately when dealing with such concerns.

It should never be assumed that someone else will pass on information which may be critical to the safety and wellbeing of the child. Every member of staff, whether

paid or unpaid, has a duty of care to pass on their concerns and therefore would be failing in this duty if they did not do so.

This duty will also apply when premises and facilities hire takes place with organisations and individuals. At such times confirmation that appropriate arrangements are in place to safeguard children will have to be provided and inspected as part of the rental processes.

Allegations or concerns that have been reported about an incident involving an individual or organisation on school premises for the purposes of running an activity for children, must be managed in accordance with the safeguarding and child protection policy. Where relevant, this will also include a referral to the LADO.

6.1 Taking immediate action

Anyone concerned that a child may be suffering, or is at risk of experiencing, abuse or neglect should ensure the safety and wellbeing of the child and / or others.

Depending on each individual situation, the following should be considered:

- Make an immediate risk assessment and take steps to ensure the child is not in immediate danger.
- Contacting the DSL to discuss the situation and receive advice. If the concern is regarding the DSL, then contact/reporting should be made to Bill Holledge, Chief Executive Officer.
- Keep a written record using the relevant form.
- In the event of an immediate threat and the DSL or Alternate DSLs cannot be contacted, and the person concerned is worried about the immediate safety of the child, advice should be sought directly from children's social care, the police or the NSPCC. Local numbers are contained in Appendix 3 of this policy, and a link on guidance on 'When to call the Police' at the beginning of this policy. In these circumstances they should contact the DSL as soon as is practicable afterwards to inform them of the situation and seek further advice.

Although all staff should do what they can to ensure a child's immediate safety, they should not put themselves in risky or dangerous situations.

6.2 Preserving evidence

The police are responsible for collecting and preserving evidence to pursue criminal allegations against people causing harm. Where it is likely that a criminal act has been committed against a child, the police should be contacted immediately.

The first concern is always to ensure the safety and wellbeing of the alleged victim. However, in situations where there has been or may have been a crime and the police have been called it is important that forensic and other evidence is collected and preserved. The police will attend the scene, and agencies and individuals can ensure evidence is not contaminated by:

- disturbing a 'scene' as little as possible, sealing off areas if possible.

- discouraging washing / bathing / eating / drinking / smoking and use of the toilet in cases of sexual assault.
- not cleaning or allowing further use by others of a toilet used by the victim since the alleged incident in cases of sexual assault.
- not handling items which may have DNA evidence on them.
- putting any items (e.g. clothing), or any significant items given to them (weapons etc) in a safe, dry place in bags (for example bin liners or paper bag).

Staff can also contribute to evidence by recording their observations in relation to what the child has said, the appearance and behaviour of the child, anyone else involved, and any actions taken by them or others.

6.3 Responding to disclosures

Disclosures by the child should be listened to and recorded carefully as soon as possible, using their own words where possible.

It is essential that staff being told something by a child:

- give assurances that they are taking the concerns seriously and that the child has done the right thing in telling them
- allow the child to freely speak without interruption
- listen carefully to what the child is saying, staying calm, getting as clear a picture as possible, but avoiding asking leading questions (questions which suggest an answer to the child) or speculating about what has happened to the child or who has harmed them.
- not give promises of confidentiality or that the disclosure can be kept a secret
- **immediately** inform the DSL of the disclosure

The child should not be questioned in detail at this stage, to avoid creating unnecessary stress through repeatedly describing events or creating a perception that they are not believed. Such questioning can also risk the contamination of evidence. This should not detract from the initial seeking of information to establish basic facts.

The person alleged to have caused harm should not be contacted, unless this is part of an emergency action to safeguard the child or others.

A written record of the disclosure should be made as soon as possible containing as much detail as possible, including words and phrases used by the child, a description of their appearance and behaviour, a description of any evidence shown by the child (e.g. a text message or image). Where the child shows a member of staff something on their mobile telephone, staff should take care not to screenshot this using their own mobile phone. The DSL should refer to the Department of Education guidance [Searching, Screening and Confiscation - GOV.UK](https://www.gov.uk/guidance/searching-screening-and-confiscation)

All information relating to risks present from external environments (eg, peer groups, exploitation) needs to be included in the referral to social care. This will allow partner agencies to assess all the evidence and proceed accordingly.

"All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people."

(Keeping Children Safe in Education 2026)

6.4 Referrals to children's social care

When concerns are raised by staff, children, or parents the DSL should:

- ascertain whether the situation might fall within the definitions of abuse outlined in this policy.
- where a safeguarding concern, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this should be reported to the DSL/Alternate immediately.
- if an allegation is about the conduct of the DSL, this should be referred directly to the Trust CEO, Bill Holledge. If it is about the CEO this will be referred to the Chair of the Board.
- if an allegation refers to a member of the Board, this should be referred to the CEO.
- Once a report has been received, the receiving staff member becomes the case manager, and is responsible for liaising with the LADO for assessment and completing any or all appropriate risk assessments.
- ascertain any immediate action required. If a child has a physical injury and there are concerns about abuse, and emergency medical attention is required then this should be sought immediately by phoning for an ambulance. The DSL should then follow the local Safeguarding Partners procedures for referring a child protection concern to Children's Social Care.
- ensure all contextual safeguarding details are clearly highlighted within the referral so that the full risks can be included as part of the assessment.
- ascertain whether an internal investigation is necessary (for example if an allegation has been made against a member of staff or supply staff) and ensure that the procedures set out in the relevant policy are followed, and that the Local Authority Designated Officer is informed. All LADO and internal investigations must be brought to the immediate attention of the Trust CEO, Bill Holledge and Paradigm's HR Director.
- where abuse is suspected, consult the local safeguarding partner's processes and consider whether a referral to the appropriate agency (such as children's social care/police) is appropriate.
- consider how to preserve any evidence.
- consider how best to support the child and any staff involved.
- where needed, seek advice (for example from the NSPCC).

Where the DSL makes a referral to children's social care the following should be taken into consideration:

- whether the consent of the parent/carer is necessary (although refusal should never be a barrier to sharing information where there are concerns about a child). Consent should not be sought where doing so would place a child at further risk of harm, cause delay, impede a criminal investigation or place any other person at risk of harm.
- whether there is evidence that may need to be preserved and/or shared.
- any information shared over the telephone needs to be followed up in writing in accordance with LSP procedures (usually within 24 hours).
- where feedback concerning the referral is not received, this should be sought no later than 1 working day after referral.
- where the DSL is not satisfied with the outcome of the referral, the escalation policy in the relevant local authority should be implemented. Advice and guidance on commencing this process can be sought from the Trust's child protection lead.
- following the referral, the DSL should consider what action is necessary to continue to safeguard and support the child, and relevant staff.
- where required, the DSL should attend any relevant multi-agency meetings, contribute to any plans concerning the child.
- the DSL should also ensure that careful written records are made of the concern raised, action taken, information shared, and any further action points to be taken in the future.
- consideration should be given as to what feedback and support staff involved in any safeguarding incident may need, and whether there is any good practice or any learning from the case that should be disseminated to staff.

7. WHISTLEBLOWING

Staff may find it difficult to raise concerns about colleagues, managers or how safeguarding concerns are responded to within a setting. Paradigm Trust has a specific whistleblowing policy which encourages staff to raise concerns and also provides details of outside organisations that staff can approach for support and advice. The Trust aims to have an open and honest culture in all of its schools where safeguarding is responded to effectively, and staff and children feel safe, supported and able to voice any concerns that they have in the knowledge that they will be responded to.

8. RESPONDING TO LOW LEVEL CONCERNS AND/OR ALLEGATIONS

The statutory guidance Keeping children safe in education (KCSiE) **2026** includes guidance for schools on dealing with low-level concerns about the behaviour of teachers, support staff, volunteers and contractors.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a '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 of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- humiliating pupils.

If a professional reflection concern or allegation is raised, the principal should collect as much evidence as possible by speaking directly to the person who raised the concern unless it has been raised anonymously, and speak to the individual to whom the concern relates, and any witnesses. At this stage, advice should also be taken from the HR Director to determine whether any management action (such as training, coaching, and/or disciplinary action) may be appropriate.

Low-level concerns about a supply staff member or contractor should be reported to their employer, so any potential patterns of inappropriate behaviour can be identified and dealt with accordingly. Where there is no employer (e.g. some voluntary workers may not have an employer) the principal should take HR advice and agree appropriate next steps, taking into account this written advice.

Incidents of any low level concerns and/or allegations should be recorded using the appropriate form that is saved in the Template Gallery. The form should include a written summary of the professional reflection or allegation including contextual information (with dates); actions that have been taken to respond to the concerns; confirmation that the individual to whom the concern relates has been spoken to, and when, and their response; and the final outcome. The name of the individual sharing their concerns should also be noted. If the individual raising the concern wishes to remain anonymous, this should be respected as far as is reasonably possible. Again, Principals may wish to seek advice from HR on this matter.

Upon completion, the form must be signed and dated by the principal and shared with the HR Director and CEO via email, for inclusion in the employee's HR file. The school will retain the record on the employee's file until the individual leaves their employment. All such records will be held confidentially, and in line with the Trust's data retention schedule.

Professional reflections and allegation records should be regularly reviewed during HR/Principal 1:1 meetings, to identify potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern of such behaviour is identified, the Principal should discuss this with HR and agree on a course of action, either through the Trust's disciplinary procedures or - where a pattern of behaviour moves from a professional reflection to meeting the harms threshold - by a referral to the LADO.

9. Pre-employment 'vetting' checks for staff

Paradigm Trust practises safer recruitment, details of which are set out in our Recruitment and Selection Policy. As part of this process online searches for all shortlisted candidates will be completed to support due diligence checks. Any incidents or issues that are found will be explored further with the candidate during the interview process. This process will take alongside a variety of vetting checks that are carried out on all employees before they start work with us. This helps ensure those who work for us are fit to work with children and youth.

Offers of appointment are always conditional upon receipt of satisfactory checks, which includes an enhanced Disclosure and Barring Service (DBS) check, and a check of the Children's Barred List.

Additionally, attention is drawn to the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations"), made under the Childcare Act 2006, which set out the circumstances in which an individual will be disqualified from working in a) early years childcare (birth to 1 September following a child's fifth birthday), or b) later years (children under 8) childcare provided by the school outside of the normal school day (for example breakfast clubs).

Staff who fall within this scope, and meet certain other criteria, are disqualified from that work if:

- they have committed certain serious criminal offences
- they have a court order relating to the care of their own child
- they are prohibited from private fostering

Please note this list is not exhaustive.

If an individual's work falls within the scope set out above, they should follow this link here [Disqualification under the Childcare Act 2006 - GOV.UK](#) for more information and to check that they are not disqualified under the 2018 Regulations. Anyone believing that they are, or may be (or become) disqualified must immediately draw this to the attention of their Principal.

Supervision exemption clarification

In accordance with statutory safer recruitment updates, any volunteer who teaches, trains, instructs, or supervises children regularly (more than 3 days in a 30-day period or overnight) is deemed to be in Regulated Activity. They must undergo an Enhanced DBS check with Barred List check, even if they are subject to day-to-day supervision.

Hosting speakers on school premises

Paradigm Trust takes its responsibilities seriously when hosting external speakers. All schools provide a safe space for pupils to engage with a variety of issues, and hear and debate different perspectives. Our Trust safeguarding processes ensure that the people that are invited in to speak are suitable and that all safeguarding procedures are followed. When inviting speakers, schools are reminded of the following:

- The Department for Education has issued advice to [Independent Schools](#) (including academies and free schools) on improving the spiritual, moral, social and cultural (SMSC) development of pupils which states that: 'schools should consider 'vetting' visiting speakers if they may hold views which are inconsistent with the requirements of any part of the SMSC standard, and if still used ensure that the content of their presentation is agreed beforehand.
- [Keeping children safe in education](#) is statutory guidance that all schools must have regard to when carrying out their duties to safeguard and promote the welfare of children. When inviting speakers, schools should be conscious of the safeguarding requirements in the guidance.
- The statutory guidance on [The Prevent duty](#) makes clear that as part of their safeguarding policies, schools should 'set out clear protocols for ensuring that any visiting speakers whether invited by staff or pupils themselves are suitable and appropriately supervised'.

When hosting a speaker (either during or outside of school hours), Paradigm Trust will carry out the following checks before agreeing to host:

- The topic of the event (including the purpose of the speaker's visit and the appropriateness for the audience).
- The speaker's reputation and who may be prompted to attend, particularly whether the speaker or members from the organisation they represent have a reputation for causing disruption at venues.
- Any risks to the school's reputation, ethos and values.
- Whether there is any cause for potential concerns around speakers using language intended to stir up hatred or incite violence.

Online safety

The online safety lead in each school is responsible for ensuring that all staff receive up to date training on filtering and monitoring processes for their schools. This also covers detail on how to keep pupils safe online. This training takes place annually

and covers legislative updates, which provides them with the relevant knowledge and skills to safeguard and teach children effectively.

It is paramount that pupils are safeguarded from online risks, these risks are constantly evolving, but are categorised into four areas:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users. For example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images **or generating explicit AI deepfakes** and online bullying, and

commerce: risks like online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The Trust's approach to the effective implementation and management of filtering and monitoring systems, and keeping safe online can be found by accessing the [ICT Policy](#) and the [AI Procedure](#).

Paradigm Trust opts into the cyber cover element of the DfE's risk protection arrangement. As a requirement of cover, the Trust is required to: provide annual refresher training; register with Police CyberAlarm; have a detailed cyber response plan in place; and have offline backups in place.

All Paradigm Trust schools operate as phone-free environments by default during the school day. Pupils are prohibited from using mobile phones and smart devices during lessons, break times, lunchtimes, and transfers between classes, unless an explicit, documented exception has been granted by the Principal for specific educational or medical needs.

APPENDIX 1: Key terms

A Child

A child is defined by the Children Act 1989 as anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Child in need

Under the Children Act 1989, a child is defined as a child in need if:

- they are unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority.
- their health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- they are disabled.

Child protection

Child protection is a part of the overall concept of safeguarding and promoting the welfare of children. This refers to professional action that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Please refer to the Trust's Child Protection Procedures for more details on how this is managed day to day within Paradigm Trust.

Significant harm

The Children Act 1989 introduced significant harm as the threshold that justifies compulsory intervention in family life by specific professionals (such as Children's Social Care and the Police), in the best interests of children.

'Harm' is defined as the ill treatment or impairment of health and development. This definition was clarified in the Adoption and Children Act 2002 to include, "impairment suffered from seeing or hearing the ill treatment of another".

Suspicious or allegations that a child is suffering or likely to suffer significant harm should result in an assessment by the local authority in which the child is living. This may include a Section 47 enquiry.

Physical abuse, sexual abuse, emotional abuse, and neglect are all categories of significant harm.

There are no absolute criteria which can be applied when deciding what constitutes significant harm. Sometimes it can be a single episode, but it is just as likely to be an accumulation of significant events, both acute and longer term, which can interrupt, damage or alter the child's development.

Early Help / Family Help

It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Therefore, at Paradigm Trust we aim to identify where early interventions are needed to support families in need by closely monitoring children and highlighting any emerging issues. If necessary, and with appropriate consent, information is shared, or meetings are convened with other professionals to support effective early help assessments. We recognise that some children may particularly benefit from early help including a child who:

- is disabled or has certain health conditions and has specific additional needs
- changes in a child's behaviour or mood which may indicate abuse or neglect. This includes issues around attendance and attainment in school
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help

can be particularly useful to address non-violent harmful sexual behaviours and may prevent escalation of sexual violence.

Mental health and suicidal ideation

Suicidal ideation and self-harm are standalone indicators requiring immediate safeguarding escalation.

Child-on-child abuse

Abuse perpetrated by one or more children against another child.

Children and the court system

We recognise that attending court can be a worrying and stressful time for all those involved; when a child is required to attend court, this could be to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, or family courts, they will have access to pastoral staff to ensure that their welfare needs are met. There are two age-appropriate guides to support children aged 5-11 year olds [A booklet for children and young people who are going to be witnesses in court](#) and 12 - 17 year olds [Going to Court and being a witness](#) . The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

APPENDIX 2: RELEVANT LEGISLATION CONSULTED IN DRAFTING THIS POLICY

The following national guidance has been considered in the drafting of this policy:

- The Rehabilitation of Offenders Act 1974, (which outlines when people with criminal convictions can work with children)
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Human Rights Act 1998
- The Protection of Children Act 1999
- Criminal Justice Act; Court Services Act 2000
- Data (Use and Access) Act 2025
- Education Act 2002, s175 of which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, (which places a statutory duty on teachers to report suspected cases of FGM)
- The Counterterrorism and Security Act 2015
- Child Sexual Exploitation: Tackling Child Sexual Exploitation November 2011
- What to Do If You're Worried A Child Is Being Abused (Advice for practitioners, 2015)
- Prevent Duty Guidance: for England and Wales (March 2015)
- Sexual Violence and sexual harassment between children in schools and colleges September 2021
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (HM Government 2026)
- Information Sharing: Guidance for practitioners and managers. HM Government (2018)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People (2019)
- Keeping Children Safe in Education (DfE, 2026)

APPENDIX 3 - USEFUL CONTACTS

Designated safeguarding leads

The Designated Safeguarding Leads for Child Protection within Paradigm Trust are:

- Bill Holledge, Chief Executive Officer for Paradigm Trust
- Melanie Francis, Director of Safeguarding and Attendance
- Claire Willis, Principal (Murrayfield Primary Academy)
- Kimberly Morton, Principal (Piper's Vale Primary Academy)
- Adam Wilding, Principal (Ipswich Academy)
- Kevin Jones, Principal (Old Ford Primary Academy)
- Tahreena Ward, Principal (Culloden Primary Academy)
- Janet Baker, Principal (Solebay Primary Academy)
- Naomi Shenton, Principal (Woodbridge Road Academy)

Link directors:

The Board delegates the day-to-day responsibility for safeguarding and child protection arrangements across Paradigm to the CEO. The Board recognises the criticality of safeguarding in schools and, as such, designates an individual 'link director' for each school, as well as the Board accepting shared responsibility for safeguarding/child protection, with the Chair of the Trust as a named contact, if required. The link directors associated with each Paradigm Trust school are:

- Culloden Primary Academy: Caroline Wagstaff
- Ipswich Academy: Les Pipe
- Murrayfield Primary Academy: Jo Brown
- Piper's Vale Primary Academy: Paul Loft
- Old Ford Primary Academy: Dawud Marsh
- Solebay Primary Academy: Denise Syndercombe Court
- Woodbridge Road Academy: Dave Hughes
- Chair of Trust: Paul Loft

When Paradigm is asked by e.g. a local authority who the 'safeguarding governor' for a particular Paradigm school is, our response is that the CEO holds that role, given that s/he is also a Director of the Trust.

Local authority children's social care

Suffolk Local Authority	London Borough Tower Hamlets
Early Help Team – (submission of CAFs) Via the CYPS portal: https://cypportal.suffolk.gov.uk	Early Help Hub – (submission of early help assessments)

Tel: 01473 263210 Email: cafadmin@suffolk.gov.uk Multi-agency referral forms submissions for child protection concerns Via CYPs portal: https://cypportal.suffolk.gov.uk Tel: Customer First: 0800 800 4005 (Freephone from landlines and some mobiles) Email: customer.First@suffolk.gov.uk Postal address: PO Box 771, Needham Market, Ipswich IP6 8WB	Tel: 0207 364 5006 Email: MASH@towerhamlets.gov.uk MASH - Inter-agency referral form submissions for child protection concerns Tel: 0207 364 5601/5606 Email: MASH@towerhamlets.gov.uk Postal address: Mulberry Place, 5 Clove Crescent, E14 2BG
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Police

The Police can be contacted on 101, then stating the area in which you require assistance.

NSPCC Advice Line 0808 800 5000 – open 24 hours

NSPCC Whistleblowing advice line: For anyone concerned about how workplace child protection issues are being handled: 0800 028 0285 – 8:00 AM to 8:00 PM, Monday to Friday

Childline 08001111

APPENDIX 4: DEFINITIONS OF AND INDICATORS OF ABUSE, NEGLECT & EXPLOITATION

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or

technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Neglect

Neglect is the persistent failure of a parent or carer to meet a child's basic physical and / or psychological needs, which is likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy because of a mother's drug or alcohol misuse, parental mental ill health, learning difficulties, or because of a combination of these factors. Where a parent or carer is suffering domestic abuse or violence, the needs of the child may be neglected.

Once a child is born, neglect may involve a parent/carer failing to:

- provide adequate food, clothing and shelter (including excluding the child from the home or abandoning them elsewhere).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision, including using inappropriate people to care for the child.
- ensure access to appropriate medical care or treatment, as required.

It may also include neglecting, or being unresponsive to, a child's basic emotional, social and educational needs.

Indicators of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing or general appearance
- Emaciation
- Untreated medical problems
- No social relationships or skills
- Compulsive scavenging
- Destructive tendencies
- Constant seeking of attention or nurture
- Not having access to resources or food

In younger children:

- Short stature and underweight
- Red/purple mottled skin or poor skin
- Swollen limbs with sores that are slow to heal
- Constant tiredness
- Dry sparse hair
- General physical apathy

- Unresponsiveness or indiscriminate in relationships with adults
- Poor dental health
- Medical needs not attended to
- Poor or inappropriate diet leading to diarrhoea, or abnormally voracious appetite indicating hunger
- Poor personal hygiene
- Severe nappy rash
- Emaciation
- Compulsive stealing
- Scavenging for food or clothes
- Inappropriate drinking patterns, e.g. from drains
- Not reaching developmental milestones
- Disordered behaviour
- Low self-esteem
- No social relationships
- Poor intellectual development and underachieving
- Repeated accidents or ingestion of harmful substances arising from inadequate supervision
- Failure to thrive, without an organic reason

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent makes up symptoms of, or deliberately makes a child ill (also known as fabricated or induced illness).

Indicators of physical abuse

- Injuries in unexpected places or injuries that look like something (i.e. a cigarette burns, finger marks etc.). Unexplained recurrent injuries
- Improbable explanations or inability to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Fear of medical help or examination
- Aggression towards others or self
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished
- Fear of suspected abuser being contacted

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It may not necessarily involve violence. Sexual abuse may involve physical contact, including assault by penetration (vaginal, anal or oral); or non-penetrative acts such as masturbation, kissing and rubbing, including touching the child's body outside of their clothing.

Sexual abuse includes non-contact actions, such as involving children in looking at or in the production of pornographic materials, watching sexual activities, or encouraging them to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can occur through internet and mobile phone technology. It is not just perpetrated by adult males; women can also sexually abuse, as can other children.

Sexual abuse includes children being abused through organised networks of perpetrators or peers via gang membership or association.

Indicators of sexual abuse

- Sexual health issues such as urinary tract infections, STIs, repeated pregnancy tests or termination of pregnancies
- Other reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia or eating disorder
- Age inappropriate sexual knowledge/behaviour
- Displaying inappropriate sexual behaviour towards others
- Behaving in a sexually provocative way
- Learning problems, poor concentration
- Wetting/soiling
- Sleeplessness, nightmares, fatigue
- Psychosomatic symptoms like abdominal pain
- Multiple sexual partners
- Obsessive cleanliness
- Compulsive vomiting
- Unwillingness to undress in front of others
- Lack of trust or fear of someone they know well, such as not wanting to be alone with an individual

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, which can have significant and long-standing effects on their emotional development. This may include:

- telling children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- imposing age or developmentally inappropriate expectations on children. These may include interactions beyond the child's developmental capability, and overprotection, limiting exploration, and learning or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another for example where there is domestic violence and abuse.
- serious bullying, causing children frequently to feel frightened or in danger.
- exploiting and corrupting children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Indicators of emotional abuse

- Sudden speech disorders
- Continual self-deprecation
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting)
- Extremes of passivity or aggression
- Fear of parents being contacted
- Self-harm
- Wetting/soiling
- Substance misuse
- Chronic running away
- Inability to play
- Compulsive stealing
- Low self esteem
- Apathy
- Excessively clingy or attention seeking behaviour
- Poor growth
- Distractibility and delayed language development

Carers' responses to the child or adult may also give cause for concern: -

- Scapegoating
- Ostracising from activities
- Indifference to the person's needs
- Hostility towards the victim
- Ridicule, sarcasm, deliberate frightening, threatening
- Cruelty, like being locked up in cold, dark surroundings or deprived of something
- Encouraging others to respond to the victim in any of these ways

APPENDIX 5: SAFEGUARDING CONCERNS REGARDING CHILDREN IN SPECIFIC CIRCUMSTANCES

Serious violent crime

Some children are at risk from, or involved in, serious crime. This can include Child Criminal Exploitation (also known as 'County Lines'). Indicators may include a number of the issues above including, but not limited to:

- Unexplained gifts / new possessions
- Increased absence from school
- Changes in friendships / relationships / personal presentation or appearance
- Significant decline in performance
- Signs of self-harm or changes in wellbeing
- Signs of assault and / or unexplained injuries

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#)

Child criminal exploitation

"We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources."

Keeping Children Safe in Education September 2026.

School staff may become aware of pupils in this type of criminal exploitation due to the fear and hold that perpetrators have over them, and in some circumstances their families. Threats to harm them and those that they love can coerce their victims onto a path of vulnerability that becomes very difficult for pupils to escape from. The criminal behaviours and activities directed to be undertaken by the young people by the perpetrators trick them into believing that their actions will be viewed as criminal, this is a way of keeping the young person compliant, so that they are able to continue to manipulate them. They may be coerced into carrying weapons such as knives or think that they need to carry a knife for a sense of protection from harm from others; because of this their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the abuse and exploitation they have experienced.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators can be similar to those for sexual abuse but may also include:

- Changes in friendships groups
- Secretive and sometimes hostile behaviour when questioned
- Changes in appearance
- Missing from home, care or education
- Access to unexplained money or presenting with items that they do not have the money to buy
- Physical injuries
- Decline in academic performance
- Self-harming
- Emerging mental health issues

Radicalisation and extremist behaviour

Radicalisation can be defined as the action or process of causing someone to adopt radical positions on political or social issues. **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public and is made to advance a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be

susceptible to radicalisation into terrorism, there are signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family. You can refer to further government guidance on [Managing risk of radicalisation - GOV.UK](#) when responding to these safeguarding risks, and when required, make a Prevent referral.

Child-on-child abuse

Child-on-child abuse can include: all forms of bullying, being coerced into sending sexual images (sexting), physical or sexual assaults, child sexual exploitation or teenage relationship abuse.

Upskirting, which typically involves taking a picture under a person's clothing without them knowing, for the viewing of their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Child on child abuse is a defined safeguarding issue and should be responded to in the same way as any other concern about a child. If both parties are children, then any safeguarding actions should cover both the victim and alleged perpetrator.

"All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online."

(Keeping Children Safe in Education 2026)

Child-on-child abuse includes violence against women and girls (VAWG), misogynistic conduct, and harmful sexual behavior. Staff must recognize that misogynistic language, sexual harassment, and peer culture that demeans girls are initial indicators of broader harm and must never be tolerated or dismissed as 'banter'.

Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two children of any age and sex.

It can also occur through a group of children sexually assaulting or harassing a single child or group of children.

Sexual harassment is defined as '...unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment includes, but is not limited to sexual comments, stories, remarks or names, sexual 'jokes' or 'taunting'. Physical behaviour such as deliberately brushing against someone or interfering with someone's clothes, online sexual harassment, including sexualised online bullying and non-consensual sharing of sexual images and videos and sexual exploitation.

Sexual violence is a sexual offence under the Sexual Offences Act 2003 such as rape, assault by penetration or sexual assault.

At Paradigm Trust we believe that sexual harassment and sexual violence is not acceptable and will not be tolerated or dismissed as 'banter' just 'having a laugh' or 'part of growing up'.

Upskirting

The Voyeurism (Offences) Act which is known as 'upskirting' came into force on 12 April 2019. Upskirting is when someone takes a picture under a person's clothing without their permission or knowledge. Any gender can be a victim to this crime and it is an offence.

Definitions

- **Victim** although not everyone affected by sexual violence or harassment considers themselves in this way, the guidance refers to this person as the victim throughout
- **Alleged perpetrator** refers to the young person(s) responsible for the violence or harassment. The alleged child perpetrator must also be considered as someone in need of support, and may be a victim of abuse themselves.
- **Sexual Violence Offences** defined below under the Sexual Offences Act 2003 (paraphrased for brevity):
 - **Rape:** intentional penetration of the vagina, anus or mouth of another person, using the penis, without consent
 - **Assault by penetration:** intentional penetration of the vagina or anus of another person using a body part (other than the penis), or other object, without consent
 - **Sexual assault:** intentionally touching another person sexually, without consent
- **Sexual harassment** is unwanted conduct of a sexual nature, including sexual comments, 'jokes' or taunts; physical behaviour; or online sexual harassment.
- **Consent** to agree to vaginal, anal or oral penetration with free will and the capacity to do so; consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at any time; and consent is needed every time sexual activity takes place.
- **Harmful sexual behaviours** Children's sexual behaviours exist on a wide continuum across different ages and stages of development. However, abusive and violent sexual behaviours are inappropriate. Harmful sexual

behaviours are often found in children who have been, or are being, abused themselves. Children showing signs of harmful sexual behaviours are in need of appropriate support themselves.

- **Child-on-child abuse** - Children can abuse other children. This is commonly called child-on-child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; **making or sharing of nudes and semi-nudes** and initiation/hazing type violence and rituals.
- **Initiation/hazing type violence and rituals** - Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

All educational settings have a legal responsibility to minimise and respond to all reports of sexual violence and harassment as a result of the:

- statutory safeguarding duty;
- the school's own child protection policy and behaviour policy which includes its procedures to prevent and tackle bullying;
- need to teach Sex and Relationships Education;
- Human Rights Act (1998);
- Equality Act (2010); and
- Public Sector Equality Duty.

Further government guidance and advice in relation to this can be found by accessing the following links [Tackling Child Sexual Abuse Strategy 2021](#), [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#), [Sexual violence and sexual harassment between children in schools and colleges](#) and [Professionals | CEOP Education](#)

The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. [Shore Space](#) offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

Keeping Children Safe in Education **2026**

Children missing from home and education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. Any absence by a child from school could be indicative of safeguarding issues both in

and outside of the family home, and potential issues occurring in school. Concerns about children who are missing should be responded to as a safeguarding issue.

All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, can act as a vital warning sign of a range of safeguarding possibilities. This can also include, as mentioned above, abuse and neglect, such as sexual abuse or exploitation or can be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. More information and details of our response can be found by accessing [Paradigm Trust's attendance policy and procedures](#).

Self harm

Paradigm Trust can play an important role in preventing self-harm and supporting children currently engaging in self-harm. Self-harm can be indicative of emerging mental health problems, or other safeguarding issues.

Anyone who is aware of a child engaging in or suspected of being at risk of engaging in self-harm should **always** consult with the DSL.

(So called) honour based abuse (HBA)

(So called) HBA is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or cultures. These crimes can include, but are not limited to:

Female genital mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, it is illegal for someone to arrange for a child to have this procedure. Therefore, if concerns are raised about the possibility of this taking place Children's Social Care and/or the police will be notified immediately.

Forced marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Staff may encounter situations where a child is expressing worry or unhappiness over a forthcoming family trip, celebration, or meeting and any

concerns regarding this should be raised with the DSL immediately so that any necessary action to protect the child can be undertaken.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' and legal marriages.

Multi-agency statutory guidance for dealing with forced marriage and support for schools can be found at [The right to choose: government guidance on forced marriage - GOV.UK](#)

Children's emotional well-being and mental health

Nearly all safeguarding issues that involve targeting, befriending, or grooming (such as child sexual abuse and exploitation) concern children who are unhappy, vulnerable or feel isolated. Other safeguarding issues such as going missing or self-harm, can be as a direct result of these issues. In such cases staff within Paradigm Trust have the opportunity to identify early warning signs, and through work with partnership agencies, formulate an early intervention plan that stops the problem from escalating and causing long term harm to the child.

Where children have suffered trauma it can have a long term impact on their development and presentation, lasting throughout childhood, adolescence and into adulthood. Staff will need to be aware of these experiences as these will further impact on their mental health, education and interaction with peers and adults.

More information and resources can be found in the [Mental health and behaviour in schools](#) guidance

Any staff member who has concerns about a child's well-being should discuss this with the DSL as soon as possible.

Domestic violence

Domestic violence is not limited to physical incidents in the home; this type of abuse can take place in various forms between all ages, genders and relationships. Keeping Children Safe in Education **2026** states:

'The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.'

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members,

teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.'

It is important that all pupils' disclosures of this nature are not minimised or accepted to be private matters. When children are repeatedly exposed to environments where harmful and threatening behaviours are displayed, it can have a long term impact on their development and is a contributing factor of emotional abuse.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [How to Protect Children From Domestic Abuse | NSPCC](#)
- [What about my children? - Refuge Charity - Domestic Violence Help](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support - GOV.UK](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

When police domestic abuse notifications (e.g. Operation Encompass or local authority equivalents) are received, they must be logged confidentially on the child's electronic safeguarding chronology and reviewed immediately by the DSL.

Pupils attending alternative provisions

Pupils who are registered on Paradigm Trust school admission rolls, but attend an alternative provision as part of a dual placement, will be monitored under additional safeguarding arrangements throughout the duration of the specified placement period. The school remains responsible for all pupils attending a placement under this arrangement. This includes:

- confirmation of safer recruitment checks of staff at the receiving provision
- daily attendance monitoring
- regular welfare and intervention progress meetings
- joint safeguarding information sharing
- completion of site visits, to assess pupil welfare and provision.

All of the above procedures and the Trust's protocol promote our continued ethos to support the achievement and best outcomes for all pupils; this is achieved through close parental engagement and professional partnership working.

Education for pupils with medical needs

Pupils with complex medical needs or disabilities which prohibit them from being able to access full time onsite education will be supported to enable them to reach their full potential. School staff will work closely with their local authority and other partner organisations to assess how best to manage the needs of the pupil. Due to the individual circumstances of each pupil, individual tailor made approaches will be developed to meet their educational needs. As part of this process parents/carers will be asked to engage and work closely with our schools, to ensure

that their child needs can be met and the correct support is provided. Please see Trust guidance that reflects these arrangements [Managing medicines](#)

Elective home education

While we understand that every parent has the right to decide to remove their child/ren to provide home education, we respectfully ask that parents/carers attend a meeting with the Principal to discuss any such request; this process forms part of our safeguarding procedures within Paradigm Trust's Schools and the process to off roll any pupil for the purposes of elective home education. Principals in receipt of Elective Home Education requests are required to follow the Trust's internal monitoring procedures.

As part of our continued commitment to providing our pupils with the best educational outcomes and promoting aspirations, we are happy to discuss any concerns that you may have that has led to the need for discussion, as well as providing parents/carers with information and details on advice and guidance available from external organisations that may be of advantage.

Pupils with disabilities and special educational needs

Pupils with disabilities and special educational needs are more vulnerable to abuse, and depending on their needs will be less likely to disclose, because they might not understand what is happening to them. It is important that children with disabilities are taught about safeguarding, and that this is pitched to meet their individual needs. We also have to consider pupils with disabilities who need to communicate with us using adaptations or sign language. More time and resources should be given to work with pupils who fall into this category to allow them the opportunity to express and convey their views.

These additional barriers can exist when recognising abuse and neglect in this group of children. Such barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

This important topic is included in our approach and structured lessons to teach all pupils about relationships, sex and health education.

Further information on support can be found by accessing

- [SEND code of practice: 0 to 25 years - GOV.UK](#)

- [Mencap](#) which represents people with learning disabilities, with specific advice and information for people who work with children and young people
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND for [Tower Hamlets](#) & [Suffolk](#)
- [safeguarding children with special educational needs and disabilities \(SEND\)](#) and [safeguarding children with special educational needs and disabilities/deaf \(SEND\)](#)

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

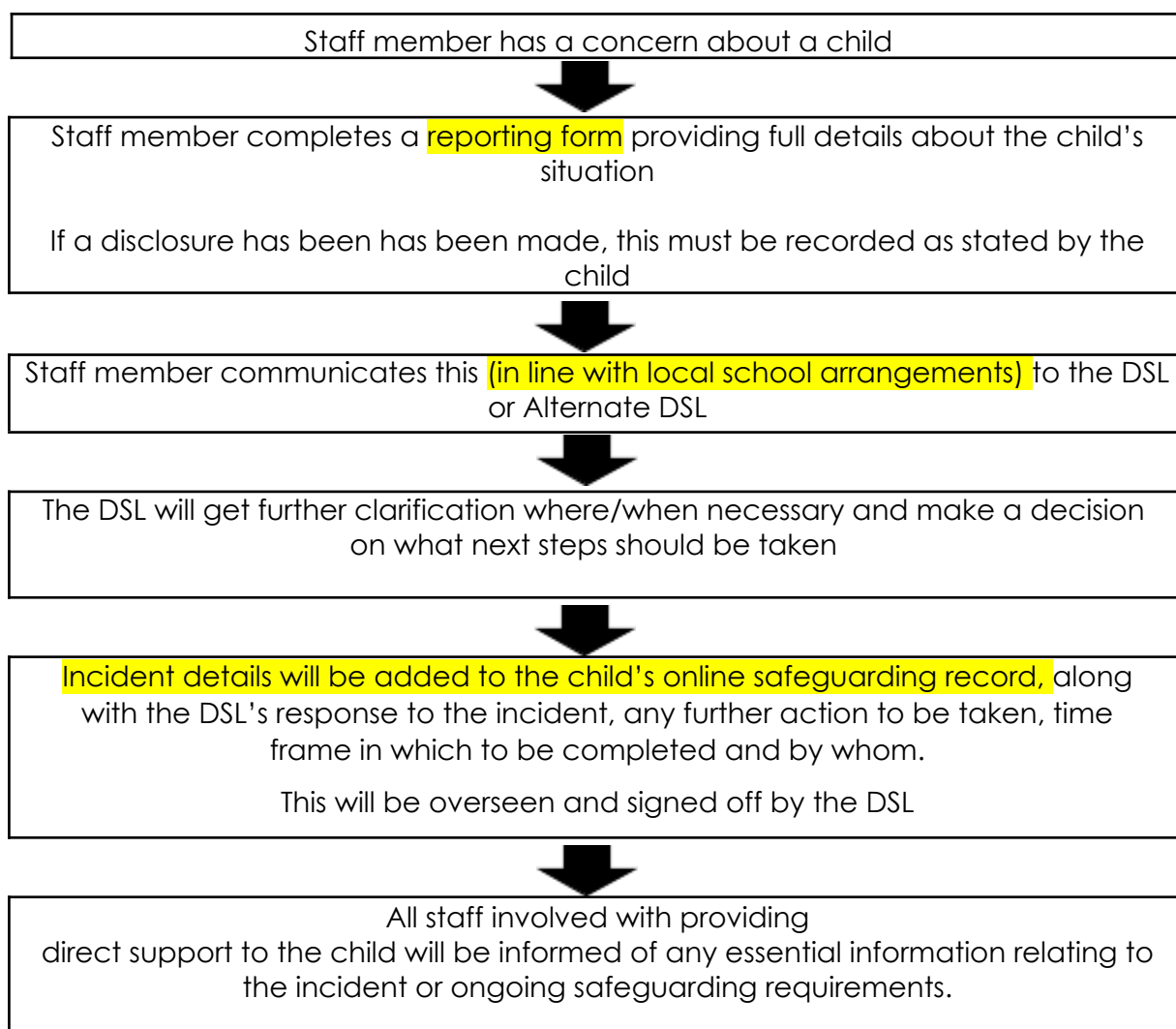
A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

In relation to supporting children who are questioning their gender, staff must ensure that they are fully familiar with the requirements and expectations laid down in *Keeping children safe in education* (2026). It is not for school staff to initiate any action in this area. Staff should take time to understand the thoughts and feelings of children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. Staff should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Staff should not initiate any action regarding social transition (presenting as a sex different to their biological sex). Staff should not adopt any changes relating to social transition unless a decision has been made by the school and a child's parents or carers have been involved. Parental involvement in decision-making is the default position (except where involving parents/carers creates a risk of significant harm).

Children must use toilet, changing, and sports facilities that correspond to their biological sex, with suitable alternative single-occupancy provisions provided where necessary.

APPENDIX 6: SAFEGUARDING PROCESS FLOWCHART



POSSIBLE OUTCOMES

NFA	Referral to CSC	Early Help/CAF	Pastoral Support
No further action required Incident details to be stored in online safeguarding system Staff member will be reassured and advised to keep DSL/Alternate updated with any changes to the situation or child's presentation	Child protection referral Referrals regarding immediate physical and sexual abuse to be completed by telephone. DSL involvement in strategy discussion with multi-agency partners DSL informed whether the threshold has been met for Section 17 or 47 Assessment	Early Help referral discussed with parents Referral to local authority for case allocation Online child chronology to be updated Allocated key workers within the academy to liaise with Family Support Practitioners within the Early Help Team	Need for single agency response and 'low level' pastoral support to child/family. Teacher/relevant staff to be updated by DSL. Meeting to be arranged with parents to agree support actions/timescales Online child chronology to be updated
Outcomes of all safeguarding reports will be shared by DSL/Alternates to all relevant staff during phase/year group meetings to ensure that continued effective monitoring and support remains in place, and vulnerable pupils have been identified.			

APPENDIX 7: CHILD PROTECTION PROCEDURES

What is child protection?

Child protection refers to the legal framework, processes and policies that are in place to keep vulnerable children safe from harm.

Whilst safeguarding processes are in place to prevent children from harm, child protection procedures are there to protect children from experiencing continued harm. As well as social care, key agencies provide a vital role in protecting vulnerable children; These include:

- Police
- Health
- Education

Once a pupil has been identified as being at risk of, or has experienced harm following abuse, exploitation or neglect, the following procedures will be adhered to. In our continued commitment to keeping our pupils safe from harm, it is important that we have clear processes in place to effectively respond to individual needs and risks.

What happens once a pupil has been identified as vulnerable?

Pupils can be identified as being vulnerable following the completion of a Social Work Assessment or prior to a referral being submitted to the local authority. If an assessment is completed information from all agencies involved with the pupil will be collected and assessed, alongside views provided by the pupils and parents/carers. The assessment will focus on the concerns/risks reported, and if the risks are deemed to be of significant harm to the pupils welfare, or if it has been evidenced during the assessment that abuse has occurred, social care intervention will commence to manage and look at the best possible safeguarding strategies to reduce the concerns.

This intervention can be in the form of the following:

- pupils are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- pupils assessed as being children, or young people on the edge of receiving support from children's social care services or in the process of being referred

Child protection procedures

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

In ensuring that our organisation is prepared for and able to discharge its child protection responsibilities we will ensure that We have at least one DSL (and alternate DSL to act in their absence) for each of our schools and that all children, parents, staff and volunteers are aware of the named person and process of reporting concerns to them; in each school safeguarding posters and leaflets provide all attendees with this information.

The Designated Safeguarding Leads for Child Protection within Paradigm Trust are:

- Bill Holledge, Chief Executive Officer for Paradigm Trust
- Melanie Francis, Director of Safeguarding and Attendance for Paradigm Trust

- Claire Willis, Principal (Murrayfield Primary Academy)
- Kimberly Morton, Principal (Piper's Vale Primary Academy)
- Adam Wilding, Principal (Ipswich Academy)
- Kevin Jones, Principal (Old Ford Primary Academy)
- Tahreena Ward, Principal (Culloden Primary Academy)
- Janet Baker, Principal (Solebay Primary Academy)
- Naomi Shenton, Principal (Woodbridge Road Academy)

Once identified, how are vulnerable pupils supported within Paradigm Trust schools?

Pastoral intervention

Pupils' identified as vulnerable will have direct access to a learning mentor and pastoral support. This will include 1:1 and/or social and emotional therapeutic group sessions; these sessions provide pupils with the opportunity and platform to have a voice and convey their views on the difficulties they are experiencing.

All session objectives are carefully designed and monitored to target and address the needs of the pupil. They are often formulated and agreed as part of a multi agency Signs of Safety Plan that is created around the family. Where pastoral intervention is offered to pupils on the edge of social care intervention due to concerns assessed by the DSL, the process is closely tracked to ascertain its suitability.

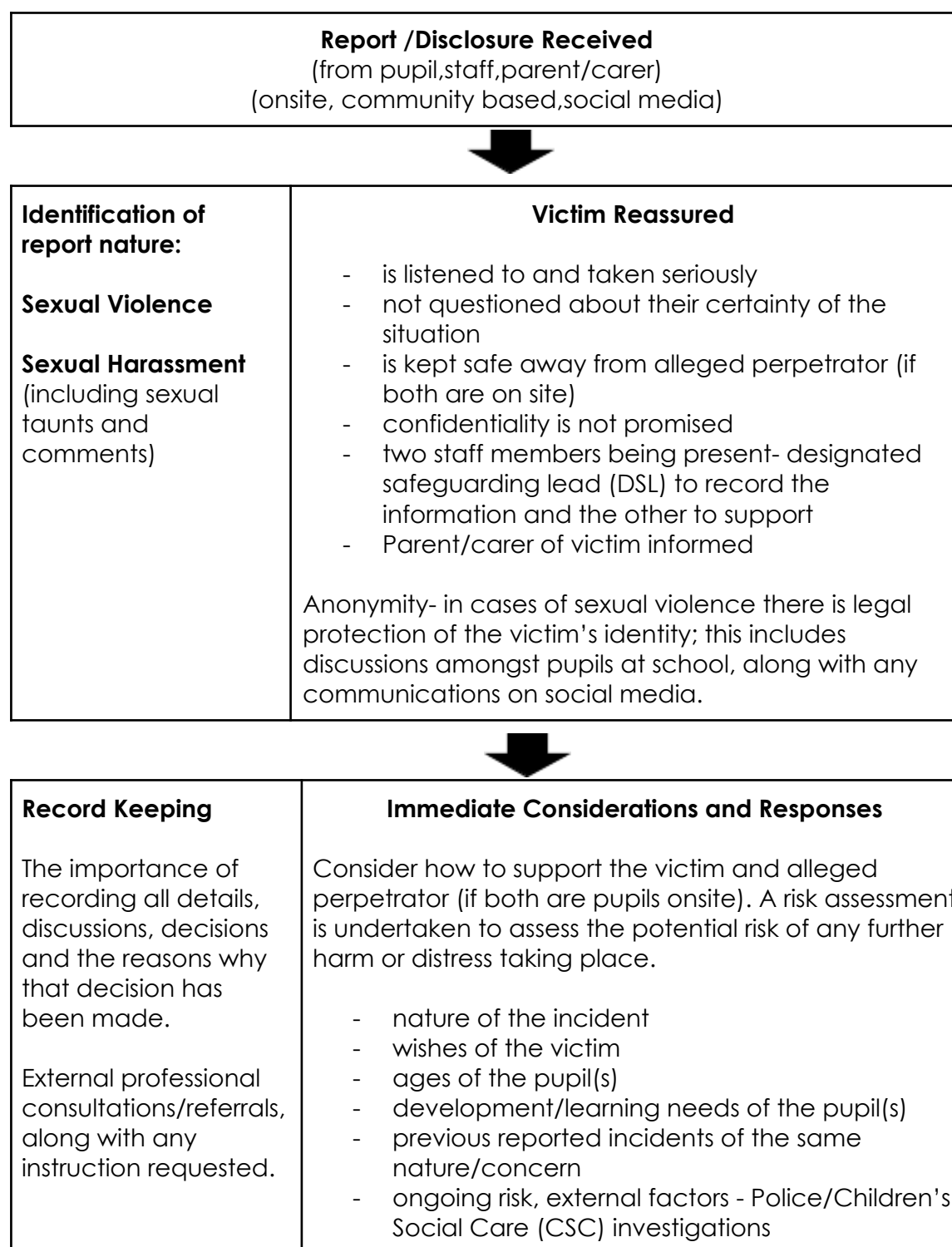
Pastoral support is available to parents/carers in many forms, some of these include parenting capacity resources, financial hardship signposting and behaviour support. Where specific resources or specialist knowledge cannot be accessed within the academy, referrals or signposting to the appropriate service will be completed wherever possible.

Paradigm Trust's approach

Reducing the risk of sexual violence and sexual harassment is viewed in the context of our developed robust school culture of safeguarding. The procedures to deal with sexual violence and sexual harassment are transparent and easy to understand for pupils, staff and parents/carers. Staff understand how these safeguarding risks can manifest within the school and local community. All staff know how to raise a concern they may have about a pupil, or another adult. At Paradigm Trust we operate a zero tolerance to sexual harassment and violence.

All Paradigm Trust schools have developed effective programmes of personal, social, health and economic education (PSHE) and sex and relationships education (SRE). Pupils are taught how to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality. Pupils are taught that sexual violence and sexual harassment is always wrong.

All reported or observed incidents and behaviours of this nature will be dealt with swiftly, sensitively and appropriately. At no time will victims be made to feel that their concerns will not be taken seriously. Staff are trained to respond to safeguarding disclosures, and will follow our framework below when responding to incidents of harmful sexual behaviours or violence. Staff are aware that incidents can occur inside and outside of the school grounds, in any capacity.



	- power imbalance/peer pressure influences
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Decision Making - Designated Safeguarding Lead



Manage Internally	Early Help	Refer to Social Care	Refer to the Police
Incidents that are non violent or a one off harassment report (depending on the detail and content); the DSL has assessed that the school is able to respond appropriately, and address the pupil behaviours internally.	Non violent harmful sexual behaviours (refer to the Trust's child protection policy)	All incidents where the pupil has experienced harm, be at risk of ongoing harm and in immediate danger. Discussion with CSC on how to support both victim and perpetrator onsite during the social worker assessment.	All incidents of assault by penetration, rape and sexual assault. Discussion with Police on how to manage the victim and perpetrator onsite pending investigation, along with what information can be shared with staff.



Managing Ongoing Support		
Victim	Alleged Perpetrator	Other Pupils

- needs and wishes of victim are paramount - not made to feel they are the problem - consider proportionality of response - aim for victim to carry out normal routine - - recognise that they may struggle in class and may need time out (if they wish) - be aware that they may not disclose the whole picture immediately - prepare for support over a long period and consider who is involved (internal and external) - if victim moves school, the Designated Safeguarding Lead will inform the new school of the need for continued support	- possible tension between discipline and support (these are not mutually exclusive) - consider age/ developmental stage/any SEND - proportionate response - consider unmet needs (for example, harmful sexual behaviours in younger children may be a sign of abuse or trauma) - if (alleged) perpetrator moves school, the Designated Safeguarding Lead will inform the new school of the issues to support the pupils' transition and safeguard other children.	- witnesses may need support (especially in cases of sexual violence) - avoid allowing pupils to 'take sides' - minimise potential for bullying or victimisation in school and on public transport in conjunction with parents/carers - be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) - reinforce develop safeguarding culture - constantly review reporting procedures and responses - consider potential for systematic and environmental weaknesses
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Unsubstantiated, unfounded, false or malicious reports

There will be circumstances when reports will be made to cause harm or distress to others. It is paramount that in these situations support is provided to the victim. It is important to recognise that the victim may be traumatised following an external investigation, and may need ongoing support to come to terms with their experience.

When dealing with pupils who have made a false or malicious report we must try to consider why or what has led to this? It may be that the pupil is trying to communicate another need to adults around them through this behaviour, they themselves may have been abused or being abused, in which case if a disclosure is made a referral to social care will need to be completed.

If the pupil has not made a disclosure, an offer of additional support from Early Help or Specialised Intervention teams can be offered to parents/carers at these times. Unsustained and unfounded reports does not mean that the alleged report did not happen, but that there is not enough evidence. Some pupils may find this very difficult to come to terms with, or think that they have not been believed. It is important that the pupils are closely monitored and all communication links between external and internal professionals are sharing updates about the pupils' presentation to inform the best course of wrap-around care required.

Recording information and case management

Paradigm Trust uses an electronic safeguarding platform. The system is used to record all pupil safeguarding concerns and details chronologies, as well as:

- attendance information
- learning mentor session outcomes
- health care plans/medical documentation
- pupil risk assessments
- relevant communication requests
- agency welfare check requests Sec 17 & 47
- clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

All Designated Safeguarding Leads have protected time to support them in their roles, to ensure pupil records and assigned plan actions are completed in the set timescales. Promoting appropriate information sharing amongst linked professionals is vital, and DSLs will continuously use these opportunities to discuss any new concerns that are reported to them.

All vulnerable pupils within our schools are allocated to an internal Keyworker. Case allocations are directed by the principals, who ensure that the assigned staff member is appropriately trained and experienced to respond and assess the ongoing concerns.

Paradigm staff will attend agency intervention meetings regarding their assigned cases. It is important that all staff, including teachers and pastoral staff interacting with and supporting the vulnerable pupil contribute to the reports in some capacity, to provide a holistic view of the pupil from all areas of the academy community. While deputy DSLs will carry out operational duties, overall decision making and risk assessment in relation to pupil safeguarding remains with the DSL.

Key workers within Paradigm's schools are staff members who know and can advocate for the child and their family. In the event that pupil and staff safety results in police attending school to conduct a search, Trust DSLs are aware of their duties in relation to the requirement for pupils to have an appropriate adult when police conduct searches. Prior to this the DSL will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Where possible, parents/carers should be notified immediately when the decision has been made that a search needs to be conducted by the police.

The factors to be considered by staff will include, but are not limited to:

- the seriousness of the item believed to be concealed by the pupil; and
- the reason for and the strength of that belief; and
- the impact you believe the search will have on *that* pupil.

It is vital that an accurate log, detailing real time decision making during this process, is completed by the DSL. This will provide a clear record of the course of actions that are taken, and the rationale behind it. A full account, along with the outcome of the incident **must** be recorded on to the pupil's safeguarding file. The role of the school staff during the process of strip search is to advocate for the safety and wellbeing of the pupil.

Designated safeguarding leads - supervision

The safety and emotional welfare of all our staff is of the utmost importance, however it is recognised that it is imperative that those with additional safeguarding and child protection responsibilities receive access to regular case supervision. This crucial oversight and support is provided through these routes;

- Designated Safeguarding Lead receives regular 1:1 supervision sessions with the Trust Chief Executive Officer and Director of Safeguarding and Attendance.
- Alternate DSLs receive fortnightly supervision sessions with the Designated Safeguarding Lead to provide them with advice and guidance.
- **DSLs attend relevant safeguarding training organised by the Trust.** Alongside the delivery of important updates in relation to legislation and guidance, these meetings also provide an opportunity for peer supervision.