GATEHOUSE PRIMARY ACADEMY DEVON SAFEGUARDING POLICY

First Federation Trust

SEPTEMBER 2026

ME, YOU & US

Safeguarding is everyone's responsibility

First Federation Trust

Gatehouse Primary Academy Safeguarding Policy

September 2026

ME, YOU & US

Safeguarding is everyone's responsibility.

Policy reviewed	September 2026
Next review date	September 2027

KEY PERSONNEL			
Role	Name	Email	Telephone
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Headteacher*	Jason Stephens	Jason.stephens@firstfederation.org.uk	01626 862605
Online Safety Co-ordinator	Jason Stephens	Jason.stephens@firstfederation.org.uk	01626 862605
Chair of Trust Board	Alex Walmsley	Alex.walmsley@firstfederation.org.uk	01626 244920
Safeguarding Trustee	Rachel Shaw	admin@firstfederation.org.uk	01626 244920

** Out of hours contact details will be made available to staff*
*** Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/hubs*

Devon County Council

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CONTENTS

SAFEGUARDING POLICY

Subject	Page
1. Safeguarding Statement	4
2. Terminology	4
3. Safeguarding Legislation and Guidance	5
4. Policy Principles, Aims and Values	5
5. Roles, Responsibilities and Training	6
6. What do we do if we have a concern? The 4R's!	10
7. Early Help and Family Help (Families First)	15
8. Confidentiality, Information Sharing and GDPR	16
9. Whistleblowing and Allegations Against Staff	17
10. Restrictive Interventions	18
11. Alternative Provision, Off-Site Safeguarding	18
12. Online Safety, including AI	19
13. Children who are questioning their gender	19
14. Safeguarding within the Early Years	19
15. Safeguarding Through the Curriculum	20
16. Devon Safeguarding Partnership Arrangements	21
17. Escalation and Professional Challenge	21
18. Policy Links	21
19. Appendices	22

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1. Safeguarding Statement

Gatehouse Primary Academy recognises that safeguarding and promoting the welfare of children is everyone's responsibility. We adopt a child-centred approach, ensuring that the best interests of the child are at the heart of all decision-making.

- We are committed to working in partnership with children, families and other agencies to provide help and support as soon as problems emerge and to protect children from harm, both within and outside the home, including online.
- We recognise the importance of a whole-family approach and actively involve parents, carers, and family networks wherever it is safe and appropriate to do so.
- We ensure that children's voices are heard and acted upon, and that all children are enabled to achieve the best possible outcomes.

Gatehouse Primary Academy is committed to a strong, open and positive safeguarding culture. This means:

- staff feel confident to raise concerns
- concerns are acted on quickly
- leaders provide clear oversight
- safeguarding is embedded in all aspects of school life

2. Terminology

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective
- care
- promoting the upbringing of children with their birth parents, or otherwise their family network through
- a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children 2026)

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring inside or outside the home, including online.

Staff refers to all adults working for or on behalf of the school, including temporary staff, supply staff, volunteers and contractors.

Child refers to anyone under the age of 18 (or up to 25 for care leavers).

Parents refers to birth parents and other adults in a parenting role, such as step-parents, foster carers, adoptive parents and the local authority as corporate parent.

3. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguarding Children Keeping Children Safe in Education
- Information Sharing 2018
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)

4. Policy Principles, Aims and Values

- All children have an equal right to protection, safeguarding and opportunities, regardless of their characteristics or circumstances.
- All adults, including staff, volunteers and governance volunteers - share responsibility for safeguarding and must act on any concerns that a child may be at risk of harm.
- The school will provide a safe, caring and supportive environment that promotes children's wellbeing and development.
- Appropriate support will be provided to children and staff involved in safeguarding concerns.

This policy aims to:

- ensure all staff understand their responsibility to safeguard children
- provide clear guidance on how to recognise and respond to concerns
- ensure children feel safe, valued, respected and listened to
- recognise that abuse can occur in families, communities and between children
- ensure concerns are identified, recorded and acted upon promptly
- promote effective communication within school and with external agencies
- support early identification and intervention to prevent escalation
- ensure safe recruitment practices are followed
- set clear expectations for professional conduct and safe working practice

Supporting and Protecting Children:
We recognise that children who are abused or experience harm may find it difficult to seek help and may show a range of behaviours or emotional responses.
The school plays a key role in providing stability, early support and protection. Positive, trusting relationships with staff are central to this.

Gatehouse Primary Academy will:

- provide a safe and supportive environment
- encourage children to speak to trusted adults
- listen to children and take concerns seriously
- respond with empathy and understanding
- refer to appropriate support services where needed
- work with families and partner agencies
- share information appropriately to keep children safe • teach children how to stay safe, including online and in relationships
- support children's wellbeing, confidence and independence

Gatehouse Primary Academy community will:

- create an environment where children feel safe to talk and be heard
- ensure all children know who they can go to for help
- gather and respond to the views of children, parents and staff
- embed safeguarding across the curriculum
- teach children about risk, safety, relationships and online awareness
- ensure clear guidance on the safe use of technology is understood

5. Roles, Responsibilities and Training

We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies, proprietors, and management committees.
- The headteacher
- The designated safeguarding lead
- The deputy designated safeguarding lead/s
- Staff
- Keeping Children Safe in Education

In summary these roles and responsibilities include

Governing Bodies
Governing bodies hold strategic responsibility for safeguarding.
They will ensure that:

- safeguarding arrangements are effective, compliant and regularly reviewed
- there is a whole-school approach to safeguarding
- appropriate policies (e.g. safeguarding, behaviour, staff conduct) are in place
- a Designated Safeguarding Lead (DSL) is appointed with sufficient time and resources
- safer recruitment procedures are followed, including DBS checks and Single Central Record
- staff receive regular safeguarding training and updates
- pupils are taught about safeguarding, including online safety
- appropriate filtering and monitoring systems are in place
- allegations against staff are managed in line with statutory procedures (including LADO)

For our school, this is the responsibility of the Trust Board.

They will also provide challenge and oversight and ensure safeguarding is a priority across the school, with support from the Hub Board.

Headteacher
The Headteacher has operational responsibility for safeguarding.
They will ensure that:

- safeguarding policies and procedures are implemented effectively
- the DSL/DDSL's are supported with time, training and resources including access to supervision
- staff receive safeguarding training and understand their responsibilities
- there is a strong safeguarding culture across the school
- systems are in place for children to raise concerns and be heard
- appropriate action is taken where concerns or allegations arise
- staff wellbeing is supported

Designated Safeguarding Lead (DSL)
The DSL will take lead responsibility for safeguarding and child protection
Key responsibilities include:

Managing referrals (the list below is not exhaustive)

- to Children's Social Care (Front Door)
- Police
- Channel (Prevent)
- Disclosure and Barring Service (DBS)

Working with others

- act as a point of contact for safeguarding agencies
- support staff with safeguarding concerns
- work with parents/carers appropriately
- contribute to multi-agency plans

Information management
- maintain secure, accurate child protection records
- ensure information is shared appropriately

Raising awareness
- ensure safeguarding policies are understood
- promote a strong safeguarding culture

Training and development
- maintain up-to-date knowledge
- ensure staff receive safeguarding updates

Supporting staff
- provide advice and guidance
- We recognise safeguarding cases can be distressing for staff. Support is provided through the DSL and access to further guidance as needed.

Child-centred practice
- understand and reflect the views, wishes and experiences of children

The DSL will be available during school hours and deputies trained to the same standard.

All Staff
All staff will play a critical frontline role in safeguarding.
They will:
- read and understand KCSIE Part 1
- maintain an attitude of “it could happen here”
- be able to identify signs of abuse, neglect and exploitation
- act in the best interests of the child

Responding to concerns
Staff will:
- report concerns immediately to the DSL
- record concerns clearly and factually
- not investigate or delay action
- Disclosures - support children appropriately

Staff must:
- listen carefully
- reassure the child
- not promise confidentiality
- pass information on without delay
- multi-agency working - contribute to plans where required
- share information appropriately
- help maintain a safe and supportive learning environment
- model appropriate professional conduct

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Gatehouse Primary Academy will ensure that staff, Governors, School and parents

Staff

- Read KCSiE Part 1
- Receive information about safeguarding arrangements and procedures (incl code of conduct, safeguarding, CME and behaviour policy)
- Receive safeguarding information during induction
- Receive annual safeguarding awareness training
- Receive regular safeguarding updates (incl online safety)
- Are aware of their role in safeguarding, Early Help and implementing Child Protection support plans

Governoance Volunteers

- Read KCSiE Part 1 & Part 2
- The named safeguarding Trustee must read all of KCSiE.
- Are aware of the key safeguarding personnel and the schools safeguarding statement and ethos
- Receive appropriate safeguarding training for the role as they join the governing board as part of thier induction

School

- Will provide a coordinated offer of Early and Family Help, contribute to such arrangements , interagency working and Family Help plans. Recording on R4Ch system as appropriate
- The Lettings policy will seek to ensure suitability of adults working with children on site e.g. requesting evidence of DBS checks. That safeguarding requirements e.g. safeguarding policies and procedures are a condition of use and occupation of the site
- Provide community users with the school Safeguardng policy

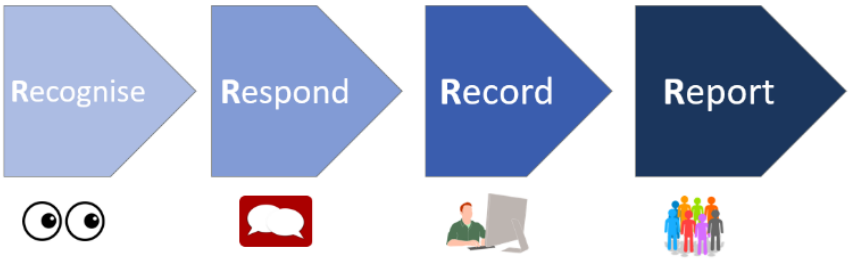
Parents

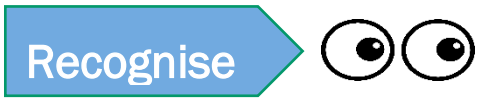
- Have access to Safeguarding statement, policy and other associated documents
- Are made aware of schools responsibiltiy to safeguarding children
- Have access to appropriate signposting for support e.g. Online Safety, Domestic Abuse

The Designated Safeguarding Lead and deputies will also:

- Attend Initial DSL (Level 3) training
- Refresh at least every 2 years
- Attend annual updates/briefings including multi-agency/local safeguarding training
- Attend Prevent duty awareness and more in-depth training
- Safer recruitment training (good practice)

6. What do we do if we have a concern? The 4R's!





Recognise:
All staff should recognise that any child, in any setting, can be a victim of abuse and maintain an attitude of "it could happen here." Safeguarding issues are often complex and overlapping, with multiple factors present rather than isolated concerns.

Abuse, neglect, and exploitation are forms of maltreatment that can occur through harm caused or failure to prevent harm. These may take place within the family, institutional, or community settings, and can involve adults or other children. Abuse can occur both offline and online, including through the use of technology to facilitate harm. Child-on-child abuse may also take place and such abuse is never acceptable, it will be taken seriously and not dismissed as 'banter'.

Safeguarding concerns may also arise outside the home, including risks such as sexual and criminal exploitation, serious youth violence, and radicalisation. Staff should also understand that behaviours such as substance misuse, truancy, and sexting can increase vulnerability and may be linked to child-on-child abuse.

Staff may sometimes suspect a pupil is at risk without clear evidence, by noticing changes in behaviour, unusual work, or signs of distress. While these indicators may be linked to everyday life events (such as family changes, bereavement, or illness), they could also signal abuse or safeguarding concerns. Staff will be ***professionally curious*** around such situations, including exploring barriers to attendance.

Please find overleaf a visual table for possible signs and indicators for the 4 categories of abuse: Physical, Emotional, Sexual and Neglect. This table can also be found in the 'Safeguarding: Staff and Volunteer Quick Guide' in the appendices to this policy or on the First Federation Trust website here.

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Recognise

Signs and Indicators of Abuse

Physical Abuse	Emotional Abuse	Sexual Abuse	Neglect
What is it? Deliberately causing physical harm or illness to a child.	**What is it?** Persistent emotional maltreatment that affects a child's emotional development and self-worth.	**What is it?** Forcing, persuading or manipulating a child into sexual activities, whether or not they understand what is happening.	**What is it?** Persistent failure to meet a child's basic physical or emotional needs.
Examples • Hitting, shaking or throwing • Burning or scalding • Poisoning • Suffocating or drowning • Fabricating or inducing illness	**Examples** • Constant criticism or humiliation • Name-calling or rejection • Making a child feel worthless • Preventing them expressing themselves • Exposure to domestic abuse • Serious bullying or cyberbullying • Unrealistic expectations	**Examples** • Inappropriate touching or assault • Encouraging sexual behaviour • Grooming (online or offline) • Sharing or creating sexual images • Sexual exploitation • Abuse by adults or other children	**Examples** • Lack of food, clothing or shelter • Poor supervision • Failure to seek medical care • Exposure to unsafe situations • Emotional neglect • Abandonment
Possible Indicators • Unexplained injuries • Frequent bruises • Fear of going home • Flinching from touch • Inconsistent explanations	**Possible Indicators** • Low self-esteem • Anxiety or withdrawal • Extreme behaviour • Developmental delay • Excessive need for approval	**Possible Indicators** • Sexualised behaviour • Knowledge beyond age expectation • Sudden behaviour change • Avoidance of certain people • Pregnancy or STIs	**Possible Indicators** • Poor hygiene • Persistent hunger • Inappropriate clothing • Frequent tiredness • Poor attendance • Untreated medical needs
Remember Physical abuse may also involve a parent or carer deliberately causing or inventing illness.	**Remember** Emotional abuse is present to some extent in all forms of abuse but can occur on its own.	**Remember** Sexual abuse can happen online or offline and may be committed by adults, women or other children.	**Remember** Neglect may begin before birth and can affect both physical and emotional wellbeing.
Staff Response ✓ Observe ✓ Record factually inc body map ✓ Report immediately to the DSL	**Staff Response** ✓ Listen and reassure ✓ Record ✓ Report to the DSL	**Staff Response** ✓ Do not investigate ✓ Record accurately ✓ Report immediately to the DSL	**Staff Response** ✓ Provide support to child ✓ Record inc patterns over time ✓ Report to the DSL

If in doubt, speak to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) at your school.

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Further details on the categories of abuse (physical, emotional, sexual, and neglect), indicators of harm, and specific safeguarding concerns are provided in *Keeping Children Safe in Education, Part 1*. A list of concerns include:

- Child missing or absent from education
- Child missing from home or care
- Child sexual exploitation (CSE), child criminal exploitation (CCE)
- Bullying including cyberbullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health difficulties
- Private fostering
- Radicalisation
- Youth produced sexual imagery (sexting)
- Teenage relationship abuse
- Trafficking
- Child on child abuse
- Upskirting
- Serious violence
- Sexual harassment

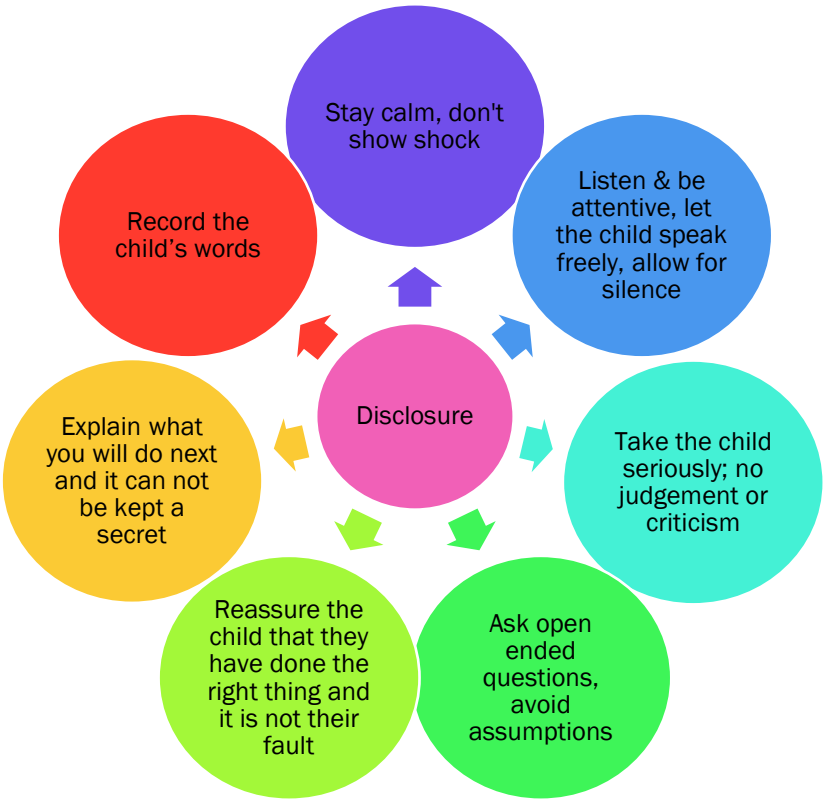
Respond

Responding:

- In the instance of a concern being noticed, consider the signs and indicators of abuse (as per table on previous page) and how you can support that child now.
- In the instance of a disclosure by a pupil, offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action. Explain you will need to pass this information on to an appropriate adult, i.e. DSL/DDSL, to help that child get the support they need. (See VISUAL DIAGRAM A below).
- In all situations of possible signs of abuse, be aware that it is not your job to investigate. However, it is important to ascertain relevant information. Ask open questions (Use **TED** -**T**ell, **E**xplain, **D**escribe…)
- Following an initial conversation with the pupil or on noticing potential signs or indicators of abuse, if the member of staff remains concerned, they should discuss their concerns with the DSL/DDSL. All concerns must be recorded in writing, see 'Recording' procedure on following page.

VISUAL DIAGRAM A: **Responding to a disclosure**

- We recognise that disclosure takes courage; children may feel fear, shame, guilt or may not understand they are being abused.
- A child's first experience of sharing concerns must be positive, as they may need to repeat their account to other professionals.



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Record

Recording:

All concerns, however small, must be recorded on the school's electronic safeguarding system (or on a paper expression of concern form). These concerns must be shared with the DSL (and DDSL's where relevant) via the electronic safeguarding system (i.e. CPOMS) or if on paper, handed to the DSL/DDSL in person.

This information could provide the 'missing piece' of the bigger picture of the lived experience for the child, e.g. Child A did not have breakfast this morning and I have noticed that their uniform has been dirty and unwashed for the last few days. I have noticed a change in Child B's behaviour today, they are very withdrawn and quiet which is unusual.

If a concern to the child's safety is of a serious nature, i.e. physical or sexual abuse, and/or the child could be at risk of imminent harm, the member of staff should speak with the DSL/DDSL ***immediately, without delay.***

Staff members **MUST** be responsible for ensuring they have access to the electronic safeguarding system and request further support/training if necessary. This is with exception of Meal Time Assistants (MTA's) who record safeguarding concerns using the 'Expression of Concern form' (see appendices).

All staff must:

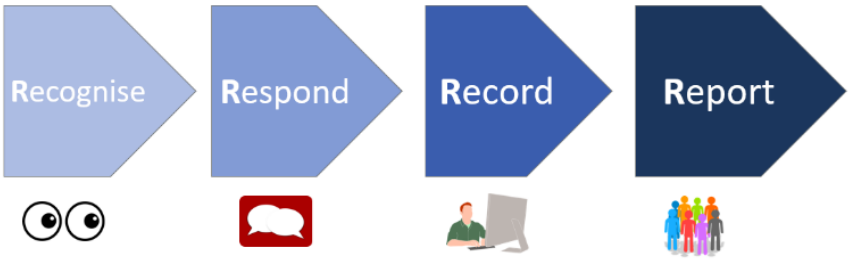
- Use the school's agreed recording system.
- Record information factually, clearly, and promptly, including dates, times, and context.
- Ensure the voice of the child is clearly captured.
- Record a note of any action taken by them at the time
- Include body maps where appropriate.
- Report concerns to the DSL immediately (verbally if urgent), followed by written records.
- DSL/DDSL's will document details of how the concern was followed up including decision-making rationale, reference to relevant thresholds and tools, actions taken, support offered, and outcomes.

Report

Reporting:

- Concerns will usually be discussed with parents by the DSL/DDSL, or in some cases, the class teacher.
- If informing parents may increase risk, advice will be sought from the Local Authority Safeguarding Hub
- Parents will not be informed in cases such as forced marriage or honour-based abuse where this could increase harm; police involvement may be necessary.
- The DSL will decide if any concerns require a referral to the Local Authority Safeguarding Hub or whether other support is required. Parents and child will usually be informed unless this increases risk.
- If a child remains at risk or their situation does not improve, further action should be taken, including, where relevant, the DSL/DDSL's using the Devon Conflict Resolution Policy which can be found here.
- Immediate danger requires urgent referral to the Safeguarding Hub and/or police.
- Any staff member can make a referral if DSL/DDSL not contactable or for any other relevant reason. The DSL must be informed of all referrals.

FLOW CHART B: *First Federation Trust 4R's procedure*



Recognise

1. Be professionally curious and notice any signs of possible abuse as referenced in the signs and indicators table on page 11.

Respond

2. In the instance of a concern being noticed, consider how you can support that child now.

In the instance of a disclosure by a pupil, offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action. Explain you will need to pass this information on to an appropriate adult, i.e. DSL/DDSL, to help that child get the support they need. (See VISUAL DIAGRAM A below).

In all situations of possible signs of abuse, be aware that it is not your job to investigate. However, it is important to ascertain relevant information. Ask open questions (Use **TED -T**ell, **E**xplain, **D**escribe…)

Record

3. **All concerns, however small,** must be recorded on the school's electronic safeguarding system (or on a paper expression of concern form). These concerns must be shared with the DSL (and DDSL's where relevant) via the electronic safeguarding system (i.e. CPOMS) or if on paper, handed to the DSL/DDSL in person. If a concern to the child's safety is of a serious nature, i.e. physical or sexual abuse, and/or the child could be at risk of imminent harm, the member of staff should speak with the DSL/DDSL ***immediately, without delay***.

Report

4. Concerns will usually be discussed with parents by the DSL/DDSL, or in some cases, the class teacher. The DSL will decide if any concerns require a referral to the Local Authority Safeguarding Hub and/or police.

7. Early Help and Family Help (Families First)

Early help aims to prevent escalation of need and improve outcomes for children by addressing concerns at the earliest possible stage. School recognise that some children may have additional vulnerabilities (see table below) and staff will always be professionally curious and approach such situations in a relational manner. Devon adopts a graduated approach to early help, including universal services in the community (Early Help), Family Help (targeted early help) and statutory intervention (social care).

Universal services and community based Early Help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of Early Help is provided through universal services and other voluntary and community services. This includes universal services such as education and health services, as well as support delivered through Best Start Family Hubs, youth services, after school clubs and housing provision.

Some children and families may require more targeted support than that offered at the universal and community based Early Help level, called **Family Help. This targeted early help**, delivered through Families First, are coordinated by the local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help (Family Help/Families First) may be appropriate for children and families who have multiple and or complex needs.

Staff will identify children and families who may benefit from early intervention and will work with the DSL/DDSL to initiate appropriate support, including the use of Early Help and Family help assessments and multi-agency planning.

Children with additional vulnerabilities: *This list is not exhaustive*
• Is disabled and has specific additional needs. • Has special educational needs (whether or not they have a statutory education, health, care plan • Is a young carer. • Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement • Is frequently missing/goes missing from education, care or from home. (CME) • Is misusing drugs or alcohol themselves. • Is at risk of modern slavery, trafficking or exploitation. • Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse. • Has returned home to their family from care. • Is showing early signs of abuse and/or neglect and/or exploitation. • Is at risk of being radicalised or exploited. • Is a privately fostered child. • Has an imprisoned parent. • Is experiencing mental health, wellbeing difficulties. • Is persistently absent from education (including persistently absent for part of the school day). • Has experienced multiple suspensions, at risk of being permanently excluded, in alternative provision • Is at risk of 'honour' based abuse such as FGM or forced marriage. • LGBTQ+, Gender questioning and gender diverse children.

8. Confidentiality, Information Sharing and GDPR

The school recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping. We work in line with *Working Together to Safeguard Children*, *Keeping Children Safe in Education*, and the Data Protection Act 2018. Information sharing is essential for identifying patterns of behaviour, or circumstances in a child's life that may be evidence that they are at risk of harm or are being harmed and need some form of support or protection.

The school recognises that trusted relationships are at the heart of working with children and families; working in partnership, communicating effectively and listening well, so that sufficient information is gained to understand and be able to meet their needs.

All staff understand that child protection issues warrant a high level of confidentiality, out of respect for the pupils, families and staff involved. Staff should only discuss concerns with the DSL/DDSL, Headteacher, Senior Line Manager, Trust Safeguarding team or Chair of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and will share on a 'need-to-know' basis.

Staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

School staff should follow the Trust Data Protection Policy and procedures (available here) and government guidance: Information sharing advice for safeguarding practitioners

7 Golden Rules for Information Sharing:

1. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
2. When staff have a safeguarding concern, wherever it is practicable and safe to do so, they should engage with the child and/or their carer(s), and explain who they intend to share information with, what information they will be sharing and why. They are not required to inform parents/carers, if they have a reason to believe that doing so may put the child at increased risk of harm
3. Staff do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.
4. Staff should seek advice promptly whenever they are uncertain on whether to share information. Staff will not leave a child at risk of harm because they have concerns around information sharing criticism.
5. When sharing information, staff should ensure the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g. the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.
6. Staff should only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only the information needed to support the provision of their services.
7. Staff should record the reasons for information sharing decisions.

Storage and Transfer of Records

- Safeguarding records are kept secure, confidential, and separate from pupil files.
- Records are managed in line with the Trust Record and Retention Policy, GDPR and statutory guidance.
- When a pupil transfers school, safeguarding files are shared securely and promptly (within 5 working days), with consideration for earlier information sharing where appropriate to support the child.

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9. Whistleblowing and allegations against staff

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy and Managing Allegations and Low Level Concern Policy both found here and the First Federation Trust procedure is outlined below. Staff should follow this agreed process if they have a concern regarding the Headteacher.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones and technology by staff and volunteers will be given at induction. All staff must adhere to the school's **Staff Code of Conduct** and safer working practice guidance. This includes: Maintaining professional boundaries and avoiding behaviour that could be misinterpreted, dressing appropriately for work, and working in an open and transparent way.

First Federation Trust procedure on Managing Allegations and Low Level Concerns:

1. All employees and volunteers must report any concerns they have about the practice or behaviour of a member of staff and share it with the Headteacher. Allegations regarding the Headteacher or a member of the Trust Central Team should be made to a Director of School Improvement, and the Chair of Trustees. Allegations regarding a Director of School Improvement or member of the Trust Central Team should be reported to the CEO and Chair of Trustees. Allegations regarding the CEO should be made to the Chair of Trustees.

2. The Headteacher (or relevant manager as oer above) will make an assessment to determine if the matter is a 'low level concern' or an 'allegation' (this means that the concern may meet the harm threshold).

3. The Local Authority Designated Officer (LADO) will be contacted for **all** '**allegations**' and the relevant guidance will be followed. The Headteacher (or relevant manager) may contact the LADO for further advice regarding **low-level concerns**.

4. Where concerns are considered to be 'low level,' they should be managed in-line with part 4 of KCSiE and wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.
Staff, parents and governance volunteers are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.
School will ensure that pupils are aware of how they can raise a concern should they be worried about a member of staff conduct. This may be for example by talking to a trusted adult, using an online 'tell us' button, anonymous reporting slips. (Delete or add systems as appropriate.)

10. Restrictive Interventions

First Federation Trust approach to restrictive interventions, including the use of reasonable force, restraint and seclusion, recognises that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They should therefore only ever be used when necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

- Physical intervention will only be used as a last resort, where a child is at risk of harming themselves or others, and only the minimum force necessary will be applied.
- All incidents must be recorded and witnessed.
- Staff likely to use physical intervention will receive appropriate training.
- For children who may require planned physical intervention such plans will be agreed with pupils, parents and staff and included in care plans and/or risk assessments.
- Any intervention causing injury or distress may be subject to safeguarding or disciplinary procedures.
- Appropriate professional touch is recognised, and staff follow 'Safe Practice' guidance to maintain clear boundaries.

For further information please see our school's Restrictive Intervention Policy found here insert your school policy here

11. Alternative Provision, Off-Site Safeguarding

Where pupils attend alternative provision or off-site settings, the school will ensure that:

- Appropriate safeguarding arrangements are in place
- Providers have suitable safeguarding policies and procedures
- Staff working with children are appropriately vetted
- There is clear communication between the school and the provider

The school retains overall responsibility for safeguarding pupils placed in alternative provision.

First Federation Trust

12. Online Safety, including AI

Gatehouse Primary Academy recognises that online safety is a key component of safeguarding and that risks to children can occur both online and offline. Such risks can also include the use of Artificial Intelligence.

- Online safety is a whole-school responsibility and part of the safeguarding culture.
- Risks may include content, contact, conduct, and commerce harms.
- Children should be supported to use technology safely, respectfully, and responsibly.

The DSL will ensure appropriate filtering and monitoring systems are in place to safeguard pupils and with the support of the Trust Safeguarding Lead and Governing Board hold regular review of systems to ensure effectiveness (as a minimum annually).
Should incidents/online concerns be reported, they will be treated as a disclosure of concern/ safeguarding issue: recorded, investigated and supported.
In addition, staff will:

- Receive regular training on online safety risks
- Model safe and appropriate use of technology

Artificial intelligence (AI)

Gatehouse Primary Academy recognises that Artificial Intelligence (AI), including generative AI technologies, is an increasingly integral part of education and wider society, and presents significant opportunities to enhance teaching and learning. We also recognise that AI introduces risks, particularly in relation to safeguarding. This includes emerging risks such as deepfake content, and we will respond to these proactively. AI technologies in our school will not be used in a way that exposes pupils or staff to harm, including harmful content, impersonation, exploitation, or manipulation. Any use of generative AI by staff, students, and pupils should be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. Safety will always be the top priority when deciding whether to use generative AI in school.

Please see the First Federation AI Policy here which provides a clear framework to ensure that AI is used responsibly, safely, and effectively in our school.

13. Children who are questioning their gender

In recent years, nationally, we have seen a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. KCSiE 2026 outlines statutory guidance for schools to follow for children who are questioning their gender, which can be found in paragraphs 252-282 here.

14. Safeguarding within Early Years

Please see appendices for specific information and the government statutory EYFS framework (section 3) here.

15. Safeguarding through the Curriculum

XGatehouse Primary Academy name recognises that safeguarding prevention is essential through education. Pupils are taught how to recognise risks, develop resilience, and keep themselves safe.

- Safeguarding education is embedded across the curriculum (e.g. RSHE, PSHE, Computing, assemblies). External agencies may support delivery (e.g. police, health professionals).
- Learning is age-appropriate, inclusive, and progressive, including involving parents as appropriate
- Pupils are supported to develop knowledge, skills, and confidence to stay safe in a range of contexts.
- All staff understand their role in reinforcing safeguarding messages, are trained appropriately, and respond to any concerns arising from learning

In line with statutory guidance, pupils are taught:

Personal Safety and Wellbeing

- Healthy and respectful relationships
- Consent, boundaries, and recognising abuse
- Mental health, wellbeing, and seeking support

Online Safety

- Safe and responsible use of technology
- Risks such as cyberbullying, grooming, exploitation, and harmful content
- Digital footprints and privacy

Risk and Vulnerability

- Exploitation (criminal and sexual)
- Child-on-Child abuse
- Substance misuse and risky behaviours
- Radicalisation and extremism (Prevent duty)

Wider Safeguarding Issues

- Domestic abuse
- FGM, forced marriage, honour-based abuse (as age-appropriate)
- County lines and serious youth violence

Skills and Protective Behaviours

Pupils are taught to:

- Recognise unsafe situations and warning signs
- Identify trusted adults and know how to seek help
- Report concerns confidently
- Make informed and safe decisions

Pupil Voice and Participation

- Pupils are encouraged to share worries and concerns
- Systems are in place to ensure pupils feel listened to and supported
- Feedback from pupils helps shape safeguarding practice

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16. Devon Safeguarding Partnership Arrangements

The school works in accordance with the **Devon Safeguarding Children Partnership (Devon SCP)** multi-agency safeguarding arrangements. These arrangements are led by the three statutory safeguarding partners:

- Devon County Council
- NHS Devon
- Devon & Cornwall Police

The school will:

- Follow the Devon SCP policies and procedures and the Southwest Child Protection Procedures
- Apply the Devon Levels of Need framework to support decision-making and referrals
- Make referrals through the Children's Front Door (Request for Support) in line with local procedures
- Participate fully in multi-agency safeguarding arrangements, including Child Protection Conferences, Core Groups and strategy discussions
- Share information appropriately to safeguard children
- Follow the Devon SCP escalation protocol where there are professional disagreements to ensure that children's safety is prioritised
- Engage with and implement learning from Child Safeguarding Practice Reviews and local safeguarding learning

17. Escalation and Professional Challenge

We recognise the importance of professional curiosity and challenge in safeguarding children.
If a member of staff feels that:

- A safeguarding concern has not been taken seriously
- Appropriate action has not been taken
- A child remains at risk

They must:

- Escalate their concern to the DSL or senior leader
- Follow the school's escalation procedures
- Refer directly to children's social care if necessary

The school will support staff to challenge decisions and will follow local escalation (professional challenge) procedures where there are disagreements between agencies.

18. Policy Links This Policy should be read alongside our other policies, which can be found on the school and Trust websites.

• Behaviour Policy • Code of Conduct for employees • Whistleblowing Policy • Anti-bullying Policy • Anti-racism Policy • Health & Safety Policy • Managing Allegations and Low Level Concerns Policy • Complaints Policy • Pupil Attendance Policy • Restrictive Interventions Policy • Suspensions & Permanent Exclusions Policy • AI Policy	• Relationships and Sex Education Policy • Staff and Volunteers Acceptable Use Policy • Social Media Policy • Pupils e-safety Policy • Recruitment and Selection Policy • Preventing Radicalisation Policy • Data Protection Policy • Medicine and Pupils with Medical Needs Policy • Intimate Care Procedures • Mental Health and Well Being Policy • Child in Care Policy • Risk Assessments in place

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Appendices Child Safeguarding Policy

September 2026

First Federation Trust

Devon County Council

ME, YOU & US

Safeguarding is everyone's responsibility

First Federation Trust

Restorative Devon

Devon Safeguarding Children Partnership

If you are concerned about the safety or well being of a child, or to request Targeted Early Help (L3):

Call: Children's Front Door on: 0345 155 1071

Online Form: https://devoncountycouncil.outsystemsenterprise.com/MASH/homepage

Call: Out of hours emergencies on: 0345 6000 388

Police non-emergency 101 / emergency 999

Professionals only:

Call: Professionals Consultation Line on: 01392 388428

Email: devonscp@devon.gov.uk

If you need support or advice about your family or situation:

Parents and carers can request help from social care team, call: 0345 155 1015

Early Help Locality Mailboxes

North: earlyhelpnorthsecure-mailbox@devon.gov.uk

Mid & East: earlyhelpmideastsecure-mailbox@devon.gov.uk

South & West: earlyhelpsouthsecure-mailbox@devon.gov.uk

Exeter: earlyhelpexetersecure-mailbox@devon.gov.uk

If you have concerns regarding an adult who works with children:

Contact Devon LADO

Call: 01392 384964

Email ladosecure-mailbox@devon.gov.uk **Online Form:** Referral form

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Safeguarding Expression of Concern Form

To be completed by member of staff	
Pupil name	
Date of birth	
Address	
Class	
Nature of Concern	
Recorded by	
Date recorded	
Signature of person recording	
To be completed by Senior Designated Person	
Shared with others?	Yes/No
If yes, with whom?	
Action taken	
Concern logged with Social Care?	

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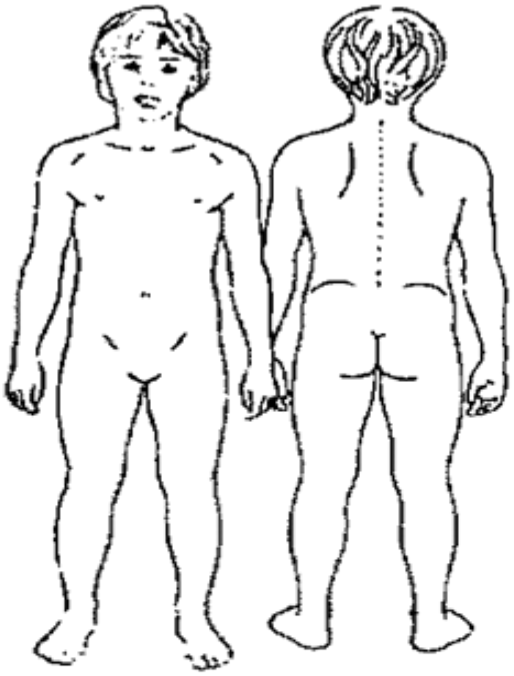
Body Map

Child's name: Male/female: Date of birth: Class:	Your name: School: Date: Time:
Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT  	Description of injury:
If the child has given an account of this injury give details:	

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Staff and Volunteer Quick Guide: Safeguarding

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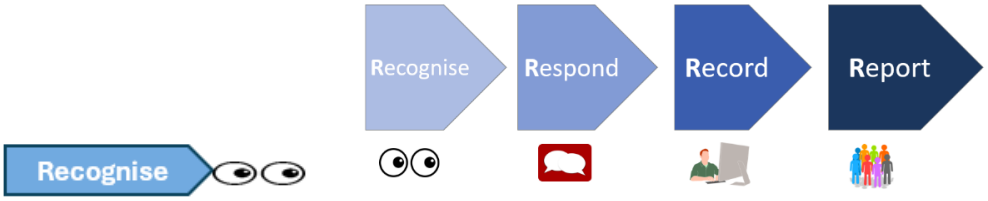
Information sharing

All staff understand that child protection issues warrant a high level of confidentiality, out of respect for the pupils, families and staff involved. Staff should only discuss concerns with the DSL/DDSL, Headteacher, Senior Line Manager, Trust Safeguarding team or Chair of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and will share on a 'need-to-know' basis.

Staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

When staff have a safeguarding concern, wherever it is practicable and safe to do so, they should engage with the child and/or their carer(s), and explain who they intend to share information with, what information they will be sharing and why. They are not required to inform or gain consent from parents/carers, if they have a reason to believe that doing so may put the child at increased risk of harm.

What to do if I have a concern about a child… follow the 4 R's!



Physical Abuse	Emotional Abuse	Sexual Abuse	Neglect
What is it? Deliberately causing physical harm or illness to a child.	**What is it?** Persistent emotional maltreatment that affects a child's emotional development and self-worth.	**What is it?** Forcing, persuading or manipulating a child into sexual activities, whether or not they understand what is happening.	**What is it?** Persistent failure to meet a child's basic physical or emotional needs.
Examples • Hitting, shaking or throwing • Burning or scalding • Poisoning • Suffocating or drowning • Fabricating or inducing illness	**Examples** • Constant criticism or humiliation • Name-calling or rejection • Making a child feel worthless • Preventing them expressing themselves • Exposure to domestic abuse • Serious bullying or cyberbullying • Unrealistic expectations	**Examples** • Inappropriate touching or assault • Encouraging sexual behaviour • Grooming (online or offline) • Sharing or creating sexual images • Sexual exploitation • Abuse by adults or other children	**Examples** • Lack of food, clothing or shelter • Poor supervision • Failure to seek medical care • Exposure to unsafe situations • Emotional neglect • Abandonment
Possible Indicators • Unexplained injuries • Frequent bruises • Fear of going home • Flinching from touch • Inconsistent explanations	**Possible Indicators** • Low self-esteem • Anxiety or withdrawal • Extreme behaviour • Developmental delay • Excessive need for approval	**Possible Indicators** • Sexualised behaviour • Knowledge beyond age expectation • Sudden behaviour change • Avoidance of certain people • Pregnancy or STIs	**Possible Indicators** • Poor hygiene • Persistent hunger • Inappropriate clothing • Frequent tiredness • Poor attendance • Untreated medical needs
Remember Physical abuse may also involve a parent or carer deliberately causing or inventing illness.	**Remember** Emotional abuse is present to some extent in all forms of abuse but can occur on its own.	**Remember** Sexual abuse can happen online or offline and may be committed by adults, women or other children.	**Remember** Neglect may begin before birth and can affect both physical and emotional wellbeing.
Staff Response ✓ Observe ✓ Record factually inc body map ✓ Report immediately to the DSL	**Staff Response** ✓ Listen and reassure ✓ Record ✓ Report to the DSL	**Staff Response** ✓ Do not investigate ✓ Record accurately ✓ Report immediately to the DSL	**Staff Response** ✓ Provide support to child ✓ Record inc patterns over time ✓ Report to the DSL

If in doubt, speak to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) at your school.

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First Federation Trust 4R's procedure

Recognise

1. Be professionally curious and notice any signs of possible abuse as referenced in the signs and indicators table above.

Respond

2. In the instance of a concern being noticed, consider how you can support that child now.

In the instance of a disclosure by a pupil, offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action. Explain you will need to pass this information on to an appropriate adult, i.e. DSL/DDSL, to help that child get the support they need.

In all situations of possible signs of abuse, be aware that it is not your job to investigate. However, it is important to ascertain relevant information. Ask open questions (Use **TED -T**ell, **E**xplain, **D**escribe…)

Record

3. **All concerns, however small,** must be recorded on the school's electronic safeguarding system (or on a paper expression of concern form). These concerns must be shared with the DSL (and DDSL's where relevant) via the electronic safeguarding system (i.e. CPOMS) or if on paper, handed to the DSL/DDSL in person. If a concern to the child's safety is of a serious nature, i.e. physical or sexual abuse, and/or the child could be at risk of imminent harm, the member of staff should speak with the DSL/DDSL ***immediately, without delay***.

Report

4. Concerns will usually be discussed with parents by the DSL/DDSL, or in some cases, the class teacher. The DSL will decide if any concerns require a referral to the Local Authority Safeguarding Hub and/or police.

Safer Working Practices for staff and volunteers

- ✓ Be responsible for your behaviour and avoid conduct which would raise concern
- ✓ Dress appropriately, i.e. not revealing, no offensive slogans/ripped/torn, underwear to be seen
- ✓ Work in an open and transparent way
- ✓ Work in an area with the door open and can be visible
- ✓ Not to use personal devices to take photographs. Use personal devices in designated areas
- ✓ Use professional judgement in situations outside of school within the community, discuss with your line manager as necessary
- ✓ Use physical contact that is appropriate for the situation, the age and stage of the child and for a limited duration
- ✓ Maintain professional boundaries, inc not making sexual remarks, or humiliating a child
- ✓ Discuss concerns / take advice from a senior member of staff, including following policies

Department for Education

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Safeguarding in the Early Years

The Early Years Foundation Stage statutory framework is enforced by the government for all school-based early years providers in England caring for early years children aged from 0 until the 31 August after their 5th birthday. Schools must take all necessary steps to keep children safe and well. The requirements outlined below are taken directly from the EYFS framework, found here.

Paediatric First Aid

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course (consistent with the criteria set out in Annex A of the guidance). PFA training must be renewed every three years.

Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Providers should have a list of staff with current PFA certificate on their school staff training log.

Intimate Care

When changing nappies, assisting with toileting and and providing Intimate Care the Trust policies and procedures must be followed, including all recording and reporting requirements. See here.

Safer Eating

Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food and drink being provided meets all the requirements for each child.

Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child.

The NHS has some advice providers should refer to: Weaning - Best Start in Life - NHS.

Providers should refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk) and follow the Trust Allergy Policy.

Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources

- Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course
- Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.

- Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify any trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.

Sleeping arrangements

Babies and children must be placed down to sleep safely. For children under 2 years old:

- Children must be placed down on their back in their own separate sleep space on a firm flat surface such as a cot, bed or mattress on the floor. Babies aged 12 months and under must only be placed to sleep in a cot.
- Sleep spaces must only contain a firm, flat, waterproof mattress and lightweight bedding which is firmly tucked in around the child below their shoulders to prevent head covering. Alternatively, a well fitted baby sleep bag may be used. Check the manufacturer recommendations before using a baby sleep bag.
- Where blankets are used, the child must be placed feet-to-foot at the bottom of the cot, with blankets tucked in.
- Cots must not contain extra items such as toys, pillows, extra blankets, bumpers, wedges or straps.
- Children should not get too hot or cold. The recommended room temperature for babies is 16 – 20˚C.
- Children's heads must not be covered.
- Babies under six months of age must always have an adult with them in the same room for every sleep. All children must be frequently checked when sleeping.
- Children must always be within sight and hearing of staff when sleeping.

Practitioners **must** read NHS advice on Sudden infant death syndrome (SIDS) – NHS. More information on safer sleep guidance is available from The Lullaby Trust.

Accident or Injury

Providers must ensure a first aid box with appropriate items for use on children is always accessible. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

Premises

Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified the provider. Children do not leave the premises unsupervised.

Providers take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

The Government's Free EYFS Safeguarding training can be found here.

Contacts and Resources (Devon)

- **Devon Safeguarding Children Partnership (DSCP)**
  Website: https://www.devonscp.org.uk/
  The Devon Safeguarding Children Partnership (DSCP) provides local safeguarding procedures, multi-agency guidance, learning from reviews, training opportunities and safeguarding resources for schools and professionals.
- **Devon SCP Procedures Manual**
  https://swcpp-devon.trixonline.co.uk/
  This manual contains Devon and South West child protection procedures, referral guidance, information sharing protocols, assessment processes and multi-agency safeguarding arrangements.
- **Reporting a Safeguarding Concern**
  https://www.devonscp.org.uk/reporting-a-safeguarding-concern/
  For reporting concerns where a child may be suffering or likely to suffer significant harm.
- **Devon County Council Safeguarding Support for Schools**
  https://www.devon.gov.uk/support-schools-settings/safeguarding/
  Provides safeguarding advice, guidance, training, updates and support specifically for education settings.
- **Devon Early Help**
  https://www.devon.gov.uk/educationandfamilies/early-help/
  Information about Early Help services, Early Help Assessment and coordinated support for children and families.
- **Devon Early Help Connector**
  https://www.devonscp.org.uk/early-help/
  Guidance, pathways and resources to support families at the earliest opportunity.
- **Devon Local Authority Designated Officer (LADO)**
  https://www.devonscp.org.uk/policy-hub/policies-and-procedures/lado-service/
  The LADO provides advice and guidance where concerns or allegations are made about adults working with children. Contact: 01392 384964.

Devon Safeguarding One Minute Guides

The Devon One Minute Guides provide concise guidance on safeguarding topics relevant to schools.

Access all guides here:
https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/

Topics include:

- Neglect
- Child Sexual Abuse (CSA)
- Child-on-Child Abuse

- Contextual Safeguarding
- Serious Violence
- County Lines
- Modern Slavery
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Prevent Duty
- Making a Prevent Referral
- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour Based Abuse
- Domestic Abuse
- Operation Encompass
- Children Missing Education (CME)
- Early Help
- Local Authority Designated Officer (LADO)
- Information Sharing
- Online Safety and Sexting
- Transfer of Child Protection Records
- Governor Safeguarding Monitoring
- Disguised Compliance
- Elective Home Education
- Private Fostering
- Initial Child Protection Conferences
- MARAC (Multi-Agency Risk Assessment Conference)

Statutory and National Guidance

- **Keeping Children Safe in Education (Current Statutory Guidance)**
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
  The key statutory safeguarding guidance for schools and colleges in England. All staff should be familiar with Part One or Annex A as determined by the school.

Keeping Children Safe in Education 2026
Keeping children safe in education 2026 (comes into force from 1 September 2026)

- **Working Together to Safeguard Children**
  https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
  The statutory multi-agency safeguarding guidance for all organisations working with children.
- **Children Act 1989**
  https://www.legislation.gov.uk/ukpga/1989/41/contents
- **Children Act 2004**
  https://www.legislation.gov.uk/ukpga/2004/31/contents
- **Education Act 2002 (Section 175)**
  https://www.legislation.gov.uk/ukpga/2002/32/contents

Child Protection and Safeguarding Support Services

- **NSPCC**
  https://www.nspcc.org.uk
  National safeguarding charity providing resources, training and advice.
- **Childline**
  https://www.childline.org.uk
  Confidential support service for children and young people.

Mental Health and Wellbeing Support

- **YoungMinds**
  https://www.youngminds.org.uk
  Mental health information and support for young people, families and professionals.

Papyrus Prevention of Young Suicide

- https://www.papyrus-uk.org
  Suicide prevention charity supporting young people at risk of suicide.

- **NHS Mental Health Services**
  https://www.nhs.uk/mental-health/
  Mental health support and access to local services.
- **Kooth**
  https://www.kooth.com
  Digital emotional wellbeing and mental health support service.

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Online Safety and Emerging Technology

- **National Cyber Security Centre (NCSC)**
  https://www.ncsc.gov.uk
- **UK Safer Internet Centre**
  https://saferinternet.org.uk

  Internet Matters
- https://www.internetmatters.org
- **CEOP Safety Centre**
  https://www.ceop.police.uk
- **Childnet**
  https://www.childnet.com
- **NSPCC Online Safety Hub**
  https://www.nspcc.org.uk/keeping-children-safe/online-safety/

Contextual Safeguarding, Exploitation and Adolescent Risk

- **Devon Adolescent Safety Framework (ASF)**
  https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/adolescent-safety-framework/
  Devon's approach to contextual safeguarding and exploitation risk assessment using the Safer Me framework. Supports professionals to assess risks associated with exploitation, peer groups, locations and wider contextual harm.

- **Devon ASF One Minute Guide**
  https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/no-43-adolescent-safety-framework-asf/
  Practical guidance for schools regarding contextual safeguarding, county lines, exploitation, gangs, modern slavery and peer-on-peer abuse.
- **Devon Contextual Safeguarding**
  https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/
  Information regarding contextual safeguarding, exploitation, missing children and adolescent safety.
- **Multi-Agency Child Exploitation (MACE)**
  MACE arrangements form part of Devon's contextual safeguarding response to child exploitation concerns and are linked to the Adolescent Safety Framework and Safer Me processes. Schools may refer concerns through the appropriate contextual safeguarding pathways.
- **Child Exploitation Information for Professionals**
  https://www.devonscp.org.uk/working-with-children/contextual-safeguarding/child-exploitation-information-for-professionals/
  Guidance relating to criminal exploitation, sexual exploitation, county lines and contextual safeguarding.

Radicalisation and Extremism

- **Prevent Duty Guidance**
  https://www.gov.uk/government/publications/prevent-duty-guidance
- **Prevent Referral Information**
  https://www.gov.uk/guidance/make-a-referral-to-prevent
- **Educate Against Hate**
  https://educateagainsthate.com
- **ACT Early**
  https://actearly.uk

Domestic Abuse and Violence Against Women and Girls

- **Refuge**
  https://refuge.org.uk
- **Women's Aid**
  https://www.womensaid.org.uk
- **Respect**
  https://respect.uk.net
- **ManKind Initiative**
  https://mankind.org.uk
- **Devon Domestic Abuse Alliance**
  https://www.domesticabusealliance.org.uk

Child Exploitation, Missing Children and Modern Slavery

- **Missing People**
  https://www.missingpeople.org.uk
- **National Crime Agency**
  https://www.nationalcrimeagency.gov.uk
- **Modern Slavery Helpline**
  https://www.modernslaveryhelpline.org
- **The Children's Society – Child Exploitation Resources**
  https://www.childrenssociety.org.uk
- **Catch22**
  https://www.catch-22.org.uk

First Federation Trust

Specific Safeguarding Issues

- **Female Genital Mutilation (FGM)**
  https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
- **Forced Marriage Unit**
  https://www.gov.uk/guidance/forced-marriage
- **Honour Based Abuse**
  https://karmanirvana.org.uk
- **Private Fostering**
  https://www.devon.gov.uk/educationandfamilies/child-protection/private-fostering/
- **Children Missing Education**
  https://www.devon.gov.uk/educationandfamilies/school-information/children-missing-education/

Whistleblowing

- **NSPCC Whistleblowing Advice Line**
  0800 028 0285
  https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/
- **GOV.UK Whistleblowing Guidance**
  https://www.gov.uk/whistleblowing

Key Emergency Contacts

- **Devon Children's Front Door/ Multi-Agency Safeguarding Hub (MASH)**
  Telephone: 0345 155 1071
- **Emergency Services**
  999
- **NSPCC Helpline**
  0808 800 5000
- **Childline**
  0800 1111