LANDAU FORTE ACADEMY GREENACRES
SAFEGUARDING AND CHILD PROTECTION POLICY

September 2026 (Awaiting ratification)

Safeguarding is everyone's responsibility.

A child-centred policy for keeping children safe, providing the right help at the right time, and maintaining a culture of vigilance, professional curiosity and respectful challenge.

POLICY INFORMATION

Policy owner: Executive Principal / Designated Safeguarding Lead
Approved by: Landau Forte Charitable Trust / Education Committee
Approval date: Awaiting ratification on 17th November 2026
Review date: September 2027, or sooner following statutory or local change
Applies to: All staff, trustees, Education Committee members, supply staff, contractors, volunteers and visitors

POLICY STATUS AND KEY SAFEGUARDING CONTACTS

This policy is published on the academy website and is available from the academy office. Paper copies, accessible formats and translated or otherwise adapted explanations will be provided on request where reasonably practicable.

It is provided to all staff at induction alongside the Staff Code of Conduct and other core safeguarding procedures.

All staff, including staff who do not work directly with children, must read Keeping Children Safe in Education 2026 Part One in full and follow this policy and the academy's safeguarding procedures.

The DfE Part One overview is a quick reference only and does not replace Part One. Staff must also read the parts of KCSIE relevant to their responsibilities.

The DSL, deputy DSLs, senior leaders, trustees, Education Committee members and staff with specific safeguarding responsibilities must be familiar with Annex A, Further Information, and other relevant annexes. The DSL and deputy DSLs must understand Annex B, Role of the Designated Safeguarding Lead.

The policy has been written for the context of Landau Forte Academy Greenacres and should be read alongside current national statutory guidance and Staffordshire Safeguarding Children Partnership procedures.

It is written in clear language for staff, parents and carers. Children are helped to understand how the academy keeps them safe, who they can speak to and how concerns will be acted upon through age-appropriate teaching, assemblies, displays and pupil-facing information.

DESIGNATED SAFEGUARDING LEAD
Name: Andrew Deen
Role: Executive Principal / Designated Safeguarding Lead
Contact through the academy office:
Telephone: 01827 300490
Email: post@lfatg.org.uk – mark for the attention of the DSL

DEPUTY DESIGNATED SAFEGUARDING LEAD OR LEADS
Name(s): Claire Poynton, Julie McDonnell
Contact through the academy office:
Telephone: 01827 300490
Email: post@lfatg.org.uk – mark for the attention of a DDSL

DSL AND DDSL AVAILABILITY
During academy hours, staff should contact the DSL or a DDSL in person or through the academy office without delay.

CPOMS must not be used as a substitute for an immediate verbal report.

If the DSL or a DDSL cannot be reached, or delay would place a child at risk, any member of staff may contact Staffordshire children's social care or the police directly and must inform the DSL as soon as possible.

KEY ACADEMY CONTACTS
Executive Principal / Designated Safeguarding Lead
Name: Andrew Deen
Training date/level: September 2026 / Level 4

Deputy Headteacher/Deputy Designated Safeguarding Lead(s)
Name(s): Claire Poynton
Training date/level: October 2026 / Level 4

Safeguarding Link – Education Committee
Name: Amelia Eggleston

Training date/level: Sep/Level 4

Chair of Education Committee
Name: Laura Seedhouse
Training date/level: tbc

Designated Teacher for Looked-After and Previously Looked-After Children
Name: Claire Poynton
Training date/level: September 2026

Prevent Lead
Name: Andrew Deen
Training date/level: September 2026

Mental Health Lead
Name: Claire Poynton
Training date/level: September 2026

IMMEDIATE STAFFORDSHIRE CONTACTS

- Staffordshire Families Integrated Front Door: 0300 111 8007
- Emergency Duty Service, out of hours: 0345 604 2886
- Staffordshire Education Safeguarding Advice Service: 01785 895836
- Email: esas@staffordshire.gov.uk
- Staffordshire LADO: Referrals through the Staffordshire LADO referral process. Urgent advice is available through 0300 111 8007.
- Staffordshire Police: 101
- Emergency services: 999
- NSPCC Whistleblowing Advice Line: 0800 028 0285

These contact details must be checked at each annual review and whenever Staffordshire publishes an update.

1. PURPOSE AND SAFEGUARDING PRINCIPLES

Landau Forte Academy Greenacres is committed to safeguarding and promoting the welfare of every child.

Safeguarding is not a discrete process owned by the Designated Safeguarding Lead. It is a whole-academy responsibility and a core feature of our culture, leadership, curriculum, behaviour, attendance, inclusion and pastoral practice.

Our safeguarding principles are:

- The welfare and best interests of the child are paramount.
- Safeguarding is everyone's responsibility. Staff must act on concerns and must never assume that somebody else will.
- Children should receive the right help at the right time. Concerns do not need to meet a high threshold before they are shared.
- We work in a child-centred way. Children are listened to, taken seriously, supported and kept informed in language appropriate to their age and understanding.
- We recognise that abuse, neglect and exploitation can happen inside or outside the home, in school, in the community and online, and that different forms of harm can overlap.
- We maintain professional curiosity and a culture in which it is acceptable and expected to challenge decisions when a child's needs remain unmet.
- We work respectfully with parents and carers unless doing so would place a child at increased risk, impede a police investigation or otherwise be contrary to the child's welfare.
- We recognise that some children face additional barriers to disclosure or are at greater risk of harm. We adapt our safeguarding response accordingly.
- Safeguarding records must demonstrate the concern, action taken, decision, rationale, outcome and follow-up.

2. STATUTORY FRAMEWORK

This policy has been developed with regard to the statutory and local framework in force in England in September 2026, including:

- Keeping Children Safe in Education 2026, including Parts One, Two, Three and Four and the responsibilities of the Designated Safeguarding Lead in the relevant annex.
- Working Together to Safeguard Children 2026.
- Information Sharing to Safeguard Children and Young People statutory guidance, including the information-sharing duty under section 16LA of the Children Act 2004 from 30 September 2026.
- Children Act 1989 and Children Act 2004, including section 17 and section 47 duties.
- Education Act 2002, including section 175.

- Children and Social Work Act 2017 and local multi-agency safeguarding arrangements.
- Equality Act 2010.
- Human Rights Act 1998.
- Counter-Terrorism and Security Act 2015 and the Prevent duty.
- Female Genital Mutilation Act 2003, including the mandatory reporting duty.
- Data Protection Act 2018 and UK GDPR.
- Early Years Foundation Stage statutory framework.
- Childcare (Disqualification) Regulations 2018, where applicable.
- Staffordshire Safeguarding Children Partnership procedures, thresholds, escalation arrangements and local safeguarding guidance.

This policy should be read alongside academy and Trust policies covering:

- behaviour;
- attendance;
- anti-bullying;
- online safety;
- staff conduct;
- whistleblowing;
- safer recruitment;
- allegations and low-level concerns;
- special educational needs and disabilities;
- intimate care;
- educational visits;
- first aid and medical needs;
- complaints;
- data protection;
- use of reasonable force; and
- lettings.

3. SAFEGUARDING CULTURE AT GREENACRES

Greenacres seeks to create a culture in which children feel safe, known and able to speak.

Adults build trusted relationships, notice changes, listen carefully and act. Staff understand that a child may communicate distress through words, behaviour, attendance, presentation, play, relationships or online activity.

At Greenacres:

- A child will never be made to feel that they are creating a problem by reporting abuse, neglect, exploitation or harassment.
- Staff will not dismiss harmful behaviour as banter, part of growing up or an inevitable feature of childhood.
- Language will be sensitive and child-centred. We will normally describe the behaviour rather than label a child as a "perpetrator".
- The voice and lived experience of the child will be evident in safeguarding records, assessments, safety plans and reviews.
- Safeguarding is a standing leadership priority. Themes, patterns, training needs and emerging risks are reviewed through CPOMS, case sampling, audits and safeguarding assurance.
- The Designated Safeguarding Lead understands the local context, including risks linked to deprivation, domestic abuse, neglect, exploitation and online harm, and works with local services and community partners.

4. WHAT ALL STAFF MUST KNOW AND DO

All staff, including those who do not work directly with children, must read KCSIE 2026 Part One in full.

The DfE overview may support understanding but does not replace Part One. Staff must read Annex A, Further Information, and other parts of KCSIE where these are relevant to their role.

Staff receive safeguarding and child protection training at induction, including:

- online safety;
- filtering and monitoring expectations;
- staff conduct;
- whistleblowing;
- local reporting and referral routes; and
- the identity and role of the DSL and DDSLs.

All staff must:

- Be alert to indicators of abuse, neglect, exploitation and wider safeguarding concerns, including changes in behaviour, attendance, presentation, relationships or online activity.

- Listen to the child, remain calm, take them seriously and use open prompts rather than leading questions.
- Never promise confidentiality. Staff should explain that information will be shared only with people who need it to help keep the child safe.
- Make an accurate, factual and timely record using the academy's safeguarding system and report the concern to the Designated Safeguarding Lead or deputy without delay.
- Record the child's own words wherever possible, distinguish fact from opinion and avoid investigating through questioning beyond what is necessary to clarify immediate safety.
- Take immediate action if a child is in danger. Any member of staff may make a referral to children's social care or the police.
- Follow up if they believe action has not been taken or the child's circumstances are not improving.
- Escalate concerns internally and, where required, through Staffordshire Safeguarding Children Partnership procedures.
- Report any concern about the conduct of an adult working with children immediately through the procedure in section 14.

If in doubt, staff must speak to the Designated Safeguarding Lead or a deputy. Uncertainty must never become a reason for inaction.

5. RESPONDING TO A SAFEGUARDING CONCERN OR DISCLOSURE

5.1 Immediate response

Staff must:

- Report the concern verbally to the DSL or a DDSL immediately and record it on CPOMS as soon as practicable on the same working day.
- A CPOMS entry alone is not an immediate report.
- If the DSL or a DDSL is unavailable and a child may be at risk, contact Staffordshire Families Integrated Front Door or the police directly and then inform the DSL as soon as possible.

5.2 Recording on CPOMS

Records should be concise but sufficiently detailed to allow another safeguarding professional to understand what happened, what action was taken and why decisions were made.

DSL responses should normally evidence:

- the concern and relevant context;
- the child's voice and immediate safety;
- action taken and by whom;
- whether parents or carers were informed and, if not, the reason;
- consultation with or referral to external agencies, where applicable;
- the decision and rationale, including the thresholds considered;
- planned follow-up, monitoring and safety planning; and
- the outcome or reason for closure.

Low-level friendship, behaviour or pastoral incidents should be managed by the adults best placed to respond, with communication home and monitoring where appropriate. They should be escalated as safeguarding concerns where their nature, context, repetition, the vulnerability of the child or an emerging pattern indicates possible harm.

5.3 REPORTING AND REFERRAL ROUTES

Concern about a child: speak to the DSL or a DDSL immediately and make a factual CPOMS record. Do not wait until the end of the day where risk may be immediate.

Immediate danger or serious injury: call 999. Take the action needed to protect the child, then inform the DSL and record what happened.

Child in need or suspected significant harm: the DSL or DDSL will contact Staffordshire Families Integrated Front Door. Any member of staff may make the referral if the DSL is unavailable, there is disagreement or delay, or the member of staff believes direct action is necessary.

Concern about an adult working or volunteering with children: follow section 14 immediately. Report through the Head of Academy, Executive Principal or Trust/Chair route, as applicable. Do not investigate and do not place the allegation on a child's CPOMS record unless directed by the case manager or DSL.

Concern not acted upon: raise it again with the DSL or Executive Principal and use Staffordshire escalation procedures, the Trust whistleblowing procedure or direct referral routes where necessary. The person who raised the concern remains responsible for following up until satisfied that appropriate action has been taken.

All referrals, consultations and decisions must be recorded, including:

- the date and time;

- the person or agency contacted;
- the advice received;
- the action agreed;
- the rationale; and
- the required follow-up.

6. THE DESIGNATED SAFEGUARDING LEAD AND DEPUTIES

The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection, including online safety and understanding the academy's filtering and monitoring arrangements.

This responsibility remains with the Designated Safeguarding Lead even where particular activities are delegated to appropriately trained deputies.

The Designated Safeguarding Lead will:

- Be available during school hours for staff to discuss safeguarding concerns.
- Ensure appropriate safeguarding cover for academy activities outside normal hours.
- Act as a source of advice, support and expertise.
- Promote a culture of professional curiosity and respectful challenge.
- Make or support referrals to children's social care, the police, Channel, Prevent and other agencies as appropriate.
- Understand section 17 and section 47 processes.
- Contribute effectively to strategy discussions, child protection conferences, core groups, family help and child-in-need planning.
- Ensure education reports are completed for relevant multi-agency meetings.
- Ensure that the child's educational experience, attendance, progress and voice inform safeguarding planning.
- Maintain secure and accurate safeguarding records.
- Ensure the timely and secure transfer of child protection information when children move to another setting.
- Monitor CPOMS quality through regular audit and case sampling, ensuring that actions, rationale, follow-up and closure are clear.
- Ensure that risk assessments and safety plans are proportionate, child-centred, regularly reviewed and shared on a need-to-know basis.
- Promote educational outcomes for children who have, or have previously had, a social worker and for other vulnerable pupils.
- Maintain training records.
- Ensure staff, volunteers, regular visitors, trustees and Education Committee members receive appropriate induction, training and updates.

- Keep their own knowledge current through formal DSL training at least every two years and regular updates, briefings, professional reading and participation in local safeguarding networks.
- Ensure that the academy responds to emerging online risks, including generative artificial intelligence, deepfakes, AI-generated sexual imagery, child sexual abuse material, harmful content and attempts to bypass filtering systems.
- The Designated Safeguarding Lead will be given sufficient time, authority, funding, training, resources and support to discharge the role effectively.

7. FAMILY HELP, REFERRALS AND ESCALATION

7.1 Family Help

Working Together to Safeguard Children 2026 describes family help as a coordinated approach combining community-based and targeted early help with section 17 support.

Greenacres will identify needs early, work collaboratively with families and partner agencies, and contribute to family help plans and multidisciplinary support where appropriate.

Staffordshire information about early help and access to support is available at: https://www.staffordshire.gov.uk/children-young-people-and-families/family-hubs/early-help-helping-children-and-families-early

7.2 Referral to Children's Social Care

Where a child is in need, or is suffering or likely to suffer significant harm, the DSL or DDSL will make a referral to Staffordshire children's social care without delay.

During office hours, referrals and urgent advice are obtained through Staffordshire Families Integrated Front Door:

- Telephone: 0300 111 8007
- Outside office hours, contact the Emergency Duty Service:
- Telephone: 0345 604 2886

If a child is in immediate danger, staff must call 999.

The current Staffordshire online reporting route is:

- https://www.staffordshire.gov.uk/children-young-people-and-families/child-protection-and-safety/report-concern-child-safeguarding

Parents and carers will normally be informed before a referral unless doing so may:

- increase the risk to the child;
- place another person at risk;
- prejudice an investigation;
- lead to evidence being destroyed; or
- otherwise be contrary to the child's welfare.

Consent is not required where information must be shared to protect a child. The referrer will record the referral, the information shared and the reasons for the decision. If children's social care has not acknowledged the referral within one working day, the referrer will follow it up.

7.3 Escalation and professional challenge

If the academy believes that a child's needs remain unmet, risk is not reducing or another agency's decision does not adequately safeguard the child, staff will press for reconsideration.

The Designated Safeguarding Lead will use Staffordshire Safeguarding Children Partnership escalation procedures where necessary.

Staff must not allow professional disagreement to delay protective action.

8. CHILD-ON-CHILD ABUSE AND HARMFUL BEHAVIOUR

All staff recognise that children can abuse other children and that this can happen inside or outside school and online.

The absence of reports does not mean that child-on-child abuse is not happening. Greenacres operates on the basis that harmful behaviour must be noticed, challenged and responded to.

Child-on-child abuse can include:

- bullying and cyberbullying;
- physical abuse;

- sexual violence and sexual harassment;
- harmful sexual behaviour;
- sharing nude or semi-nude images;
- upskirting;
- abuse within intimate personal relationships;
- initiation or hazing-type behaviour;
- prejudicial abuse; and
- online abuse, harassment or coercion.

When responding to child-on-child abuse:

- Reports will be taken seriously and children who have experienced harm will be supported and kept safe.
- The Designated Safeguarding Lead will consider the wishes and best interests of the child alongside the academy's duty to protect them and others.
- Risk and need will be considered for all children involved.
- Staff will consider whether a child displaying harmful behaviour may themselves be experiencing harm.
- Safety planning will consider classrooms, toilets, playtimes, arrival and departure, transport, online contact, siblings and peer groups, as relevant.
- Parents and carers will normally be involved unless this would create additional risk.
- The police or children's social care will be involved where the relevant threshold is met. The academy will not use mediation or restorative approaches where these would be unsafe, inappropriate or place responsibility on a child who has experienced abuse.
- Sexual behaviour between children will be considered developmentally and contextually. Staff will not minimise concerning behaviour because of the age of the children involved.

9. SPECIFIC SAFEGUARDING RISKS

Staff training and safeguarding updates ensure awareness of specific and overlapping harms.

Abuse, neglect and exploitation may occur inside or outside the family, within the academy or community, and online. They may be caused by adults or by other children.

A child may not recognise an experience as harmful or may be unable or afraid to disclose it.

Indicators do not prove that abuse has occurred, and the absence of a particular sign does not rule it out. Staff must consider patterns, context, changes from the child's usual presentation and the child's voice, maintain professional curiosity and report concerns rather than investigate them.

9.1 Definitions and Possible Indicators

ABUSE
Abuse is maltreatment through an act or a failure to act. Harm may be physical or non-physical and may include the impact of seeing, hearing or experiencing the ill-treatment of another person, including domestic abuse.

PHYSICAL ABUSE
Physical abuse may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, fabricated or induced illness, or otherwise causing physical harm.

Possible indicators include:

- unexplained or repeated injuries;
- injuries inconsistent with the explanation or developmental stage;
- delay in seeking treatment;
- fearfulness or flinching;
- withdrawal; or
- attempts to cover injuries.

EMOTIONAL ABUSE
Emotional abuse is persistent emotional maltreatment likely to cause serious adverse effects on a child's emotional development.

It may include:

- humiliation or rejection;
- threats;
- deliberately silencing the child;
- serious bullying;
- coercive control;
- developmentally inappropriate expectations;
- overprotection; or
- exposure to the ill-treatment of others.

Possible indicators include:

- marked anxiety;
- low self-worth;
- extremes of behaviour;
- developmental delay;
- social withdrawal;
- self-harm;
- fear of making mistakes; or
- an unusually watchful presentation.

SEXUAL ABUSE

Sexual abuse involves forcing, enticing or causing a child to take part in sexual activity. It may involve contact or non-contact activity, may occur online or offline, and may be committed by adults or other children.

Possible indicators include:

- sexual knowledge or behaviour that is not developmentally expected;
- unexplained pain, bleeding or infection;
- pregnancy;
- avoidance of a particular person or place;
- sudden emotional or behavioural change;
- nightmares;
- self-harm;
- gifts or money without explanation; or
- concerning online contact.

A child under 13 can never legally consent to sexual activity.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to seriously impair the child's health or development.

It may involve inadequate:

- food;
- clothing;
- shelter;
- supervision;
- medical care;
- education;

- emotional responsiveness; or
- protection from harm.

Possible indicators include:
- persistent hunger;
- poor hygiene;
- inappropriate clothing;
- untreated medical needs;
- fatigue;
- frequent absence;
- unsafe supervision;
- developmental delay;
- poor growth;
- repeated accidents; or
- a child regularly taking inappropriate responsibility for themselves or other people.

EXPLOITATION

Exploitation occurs where an individual or group uses an imbalance of power to coerce, manipulate or deceive a child into activity that benefits another person.

Exploitation may be sexual, criminal or financial. It can occur online or in person and may involve an apparent exchange for money, gifts, status, affection, protection or belonging.

A child may appear to cooperate and still be exploited.

Possible indicators include:
- unexplained gifts, money, phones or travel;
- going missing;
- repeated unexplained absence;
- secretive online activity;
- older or controlling associates;
- unexplained injuries;
- carrying weapons;
- substance misuse;
- sudden changes in behaviour, clothing or friendships;
- multiple phones or online accounts;
- being found far from home;
- debt bondage; or

- fear of particular people or places.

Several indicators may overlap, and safeguarding concerns are rarely contained within a single definition.

If staff are unsure, they must speak to the DSL or a DDSL.

9.2 Other specific safeguarding risks

Staff training and safeguarding updates ensure awareness of specific and overlapping forms of harm.
Detailed definitions should be read in Keeping Children Safe in Education 2026 and current Staffordshire procedures. This policy does not reproduce statutory guidance unnecessarily.

Staff must remain alert to:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- domestic abuse, including the impact on children who see, hear or experience its effects;
- child sexual exploitation;
- child criminal exploitation, including county lines and group-based exploitation;
- children absent from education;
- children missing from home or care;
- persistent or unexplained absence;
- serious violence;
- gang-related and knife-related risk;
- trafficking and modern slavery;
- mental health concerns where they may be an indicator or consequence of abuse, neglect or exploitation;
- female genital mutilation;
- forced marriage;
- honour-based, faith-based or belief-based abuse;
- radicalisation and extremism;
- fabricated or induced illness;
- perplexing presentations;
- private fostering;

- homelessness;
- children affected by parental offending or imprisonment;
- online sexual extortion;
- online grooming;
- harmful online content, contact, conduct or commerce;
- misinformation and disinformation;
- AI-generated child sexual abuse material;
- deepfakes; and
- manipulated nude or semi-nude imagery.

10. CHILDREN POTENTIALLY AT GREATER RISK OF HARM

All children are entitled to protection. Some children may be more vulnerable to harm or face additional barriers to the recognition and disclosure of abuse.

Staff will consider each child's individual circumstances and will not rely on labels.

This may include:

- children who have, or have previously had, a social worker;
- looked-after and previously looked-after children;
- children in kinship care;
- children with special educational needs, disabilities or health conditions;
- children who are persistently or severely absent;
- children missing education;
- children receiving education otherwise than at school;
- children experiencing mental health difficulties;
- young carers;
- children at risk of exploitation, radicalisation, trafficking or serious violence;
- children affected by domestic abuse;
- children affected by parental substance misuse, adult mental ill-health or parental offending;
- privately fostered children;
- children who are lesbian, gay, bisexual or questioning their sexual orientation;
- children who experience prejudice linked to sex, race, religion, disability or another protected characteristic; and
- children facing racism, discrimination or other forms of marginalisation.

Staff must remain alert to the risk that indicators of abuse experienced by children with SEND or disabilities may be wrongly attributed to the child's needs.

Working Together to Safeguard Children 2026 reinforces inclusive and anti-discriminatory safeguarding practice.

The academy will challenge racism and discrimination and consider how bias, disproportionality and previous experiences of services may affect a child's or family's willingness to seek help.

11. ONLINE SAFETY, FILTERING, MONITORING AND GENERATIVE ARTIFICIAL INTELLIGENCE

Online safety is an integral part of safeguarding and is reflected in the curriculum, staff training, parental engagement, behaviour expectations and technical controls.

The academy recognises the four broad areas of online risk:

- content;
- contact;
- conduct; and
- commerce.

At Greenacres:

- Roles and responsibilities for filtering and monitoring are clearly assigned.
- Filtering and monitoring provision is reviewed at least annually and whenever risk, technology or provision changes materially.
- Systems should block harmful and inappropriate content without unreasonably restricting teaching and learning.
- Systems should provide effective monitoring proportionate to the academy's needs.
- The Designated Safeguarding Lead, senior leaders, IT staff or providers and the Education Committee understand their respective responsibilities and escalation routes.
- Staff receive training on the academy's systems and know how to report concerning online activity.
- The academy takes reasonable steps to manage the safeguarding risks associated with generative artificial intelligence.
- These risks include:
- attempts to create or access sexualised or abusive imagery;
- deepfakes;

- harmful content;
- AI-generated child sexual abuse material; and
- attempts to circumvent filtering and monitoring controls.

Online safety incidents will be responded to as safeguarding concerns where appropriate. Consideration will be given to the preservation of evidence, police involvement and support for affected children.

Children are taught how to keep themselves and others safe online in an age-appropriate way.

Parents and carers receive information that supports safe online practice at home.

12. ATTENDANCE, ABSENCE AND CHILDREN MISSING EDUCATION

Attendance is a safeguarding matter.

Repeated, prolonged, unexplained or unusual absence can be a warning sign of abuse, neglect, exploitation, mental ill-health or another unmet need.

The academy follows statutory attendance guidance and Staffordshire procedures for children missing education.

Staff act promptly in response to unexplained absence.

Staff consider patterns such as repeated absence on particular days, partial-day absence, non-attendance following a safeguarding event or the absence of vulnerable children.

Where a child subject to a child protection plan is absent without explanation, the Designated Safeguarding Lead will follow the child's plan and local multi-agency expectations and notify children's social care as required.

Relevant safeguarding information will be shared with the local authority when a child is removed for elective home education where this is relevant to the child's welfare.

No child will be removed from the academy roll except in accordance with statutory registration regulations and academy procedures.

13. SAFER RECRUITMENT AND A SAFER WORKING CULTURE

The Trust and academy follow Keeping Children Safe in Education 2026 Part Three and the associated safer recruitment requirements.

Recruitment, vetting and ongoing vigilance are designed to deter, identify and prevent unsuitable adults from working with children.

At least one person who has completed appropriate safer recruitment training will be involved in recruitment in accordance with academy and Trust procedures.

Required identity, right-to-work, DBS, barred-list, prohibition, qualification and other checks will be completed and recorded on the Single Central Record as applicable. Shortlisted candidates will be informed that online searches may be undertaken as part of the academy's due-diligence checks.

References will be scrutinised and concerns, inconsistencies or gaps followed up. Staff receive safeguarding induction, the Staff Code of Conduct and information about allegations, low-level concerns and whistleblowing.

The academy maintains an ongoing culture of vigilance following appointment.

Where childcare disqualification requirements apply to Early Years Foundation Stage or relevant childcare provision, the academy will complete the required checks in accordance with the Childcare (Disqualification) Regulations 2018.

14. CONCERNS OR ALLEGATIONS ABOUT ADULTS

14.1 Staffordshire LADO Route

The case manager will consult the Staffordshire Local Authority Designated Officer promptly where the harm threshold may be met and will follow KCSIE 2026 Part Four.

The current Staffordshire reporting page is:
https://www.staffordshire.gov.uk/children-young-people-and-families/child-protection-and-safety/report-concern-child-safeguarding

The professional LADO referral form is:
https://apps2.staffordshire.gov.uk/web/formdisplay/?FormID=1308&Ref=XZQYRY

14.2 Low-level concerns

A low-level concern is any concern, however small, that an adult working in or on behalf of the academy may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work; and
- does not meet the harm threshold or is otherwise not considered serious enough to refer to the LADO.

"Low-level" does not mean insignificant.

- Low-level concerns must be shared in accordance with Trust procedures so that patterns can be identified and addressed.

- Records will be confidential, proportionate and reviewed for patterns or wider safeguarding implications.

- Where doubt exists about whether the harm threshold has been met, advice will be sought from the LADO.

14.3 Whistleblowing
Staff must raise concerns about poor or unsafe safeguarding practice.

Where staff feel unable to raise concerns internally, or believe concerns are not being addressed, they may use the Trust's whistleblowing procedure and the NSPCC Whistleblowing Advice Line.

15. INFORMATION SHARING, CONFIDENTIALITY AND RECORDS

Effective information sharing is essential to safeguarding.

Data protection law does not prevent the sharing of information for the purpose of keeping children safe.

Staff should share relevant, necessary, proportionate and accurate information with those who need it. They should record what was shared, with whom and why.

Consent is not always required to share safeguarding information. The safety and welfare of the child are the primary considerations.

Where it is safe and appropriate, practitioners should be transparent with children and families about what information is being shared and why.

Information will not be withheld where doing so would place a child at risk or prevent appropriate safeguarding action.

From 30 September 2026, the academy will comply with the statutory information-sharing duty under section 16LA of the Children Act 2004 and associated DfE statutory guidance.

Safeguarding records are confidential and held securely, separately from the main academic record, with access restricted on a need-to-know basis.

When a child transfers, child protection information will be transferred securely and promptly to the new setting, separately from the main pupil file, with confirmation of receipt.

CPOMS entries must demonstrate:

- the concern;
- action taken;
- the decision;
- the rationale;
- follow-up; and
- the outcome.

The Designated Safeguarding Lead and deputies will audit records regularly to test their quality and impact.

16. WORKING WITH PARENTS AND CARERS

Greenacres recognises parents and carers as important partners in keeping children safe.

Communication should be respectful, clear, non-blaming and adapted to individual needs.

The academy will explain safeguarding processes in plain language and provide reasonable support with literacy, communication, disability, language or digital access.

Families should be supported to participate in decisions affecting their child wherever this is safe and appropriate.

17. EARLY YEARS FOUNDATION STAGE SAFEGUARDING ARRANGEMENTS

Greenacres' safeguarding arrangements apply fully to children in the Early Years Foundation Stage.

The academy also complies with the safeguarding and welfare requirements of the current Early Years Foundation Stage statutory framework.

At least one person with a current paediatric first-aid certificate will be available on the premises when children are present and will accompany children on outings as required by the EYFS framework.

Staff suitability and childcare disqualification requirements will be managed in accordance with statutory requirements.

The academy maintains clear procedures covering child absence, collection, intimate care, toileting, safer eating, allergies and medical needs.

The use of mobile phones, cameras, smart watches, smart glasses and other devices capable of recording, imaging or sharing is controlled through academy policy and staff-conduct expectations.

Ratios, supervision and premises arrangements are maintained in accordance with the EYFS statutory framework.

Where an EYFS requirement is set out fully in another academy policy, this policy should be read alongside that document rather than unnecessarily duplicating operational detail.

18. EDUCATIONAL VISITS, VISITORS, CONTRACTORS AND LETTINGS

- Educational visits are risk assessed and managed in accordance with the academy's Educational Visits Policy and safeguarding procedures.
- Visitors and contractors are appropriately checked, identified and supervised according to the nature of their role and their contact with children.

- Supply staff and regular visitors receive safeguarding information appropriate to their role, including how to report concerns about a child or adult.
- Where premises are hired or let to another organisation, safeguarding expectations are included in the agreement.
- The Trust and academy will seek assurance that providers using the premises have appropriate safeguarding arrangements.
- Use of the premises will be terminated where safeguarding requirements are breached.
- Safeguarding concerns arising during an activity on academy premises will be responded to in accordance with Keeping Children Safe in Education and the relevant contractual or lettings arrangements.

19. GOVERNANCE, LEADERSHIP AND ASSURANCE

- The Trust Board is the proprietor for safeguarding purposes and retains strategic responsibility.

- The Education Committee provides local scrutiny and assurance in accordance with the Trust's governance arrangements.
- Leaders ensure that safeguarding policies, procedures and training are understood and implemented.

- Trustees and Education Committee members receive appropriate safeguarding training, including online safety and filtering and monitoring.
- Safeguarding is scrutinised through reports, safeguarding-link visits, audits, case sampling, staff and pupil voice, training records, recruitment checks and analysis of CPOMS themes and patterns.
- The Education Committee receives assurance that filtering and monitoring arrangements are effective and reviewed at least annually.
- The academy completes required local safeguarding audit activity, including Staffordshire section 175 or section 157 assurance arrangements where applicable.
- Leaders test whether safeguarding is effective in practice, rather than merely whether policies exist.
- Case sampling considers the child's lived experience, the timeliness of action, the quality of multi-agency working and the impact of intervention.
- Any weaknesses identified through audit, incidents, complaints, local or national safeguarding reviews or external scrutiny will be addressed through an action plan and monitored to completion.

20. TRAINING AND INDUCTION

Training includes:

- KCSIE 2026 Part One for all staff;
- relevant information from Annex A and other role-specific sections;
- responding to disclosures;
- indicators of abuse, neglect and exploitation;
- child-on-child abuse;
- domestic abuse;
- online safety;
- generative artificial intelligence;
- Prevent;
- attendance;
- information sharing;
- allegations and low-level concerns; and
- the academy's reporting and Staffordshire referral routes.

21. REVIEW, COMPLAINTS AND RELATED PROCEDURES

This policy will be reviewed at least annually and sooner where there is a change in legislation, statutory guidance, local safeguarding arrangements or academy practice. Material changes will be communicated to staff and approved through the Trust's governance arrangements.

Safeguarding concerns will not be managed through the complaints process where doing so would delay protective action.

Complaints about safeguarding practice may be considered under the Trust Complaints Policy once immediate safeguarding responsibilities have been discharged.

Allegations concerning adults will be managed under Keeping Children Safe in Education Part Four and relevant Trust procedures.

APPENDIX 1: STAFF SAFEGUARDING RESPONSE – ONE-PAGE GUIDE

If you are worried about a child:

NOTICE

Take changes, disclosures, injuries, behaviour, attendance and online concerns seriously.

LISTEN
Stay calm, listen carefully, use open prompts and do not investigate.

REASSURE
Tell the child that they have done the right thing by speaking and that you will help.

REPORT
Tell the Designated Safeguarding Lead or a deputy immediately.
If a child is in immediate danger, call 999 or make an urgent referral.

RECORD
Make a factual and timely CPOMS record, using the child's own words wherever possible.

FOLLOW UP
If you remain worried or believe action has not been taken, speak again to the Designated Safeguarding Lead and escalate the concern.

- Never promise confidentiality.
- Never wait for proof.
- Never assume that somebody else will act.

APPENDIX 2: SAFEGUARDING DECISION AND RECORDING STANDARD

CONCERN
Minimum expectation:
Record what happened or was observed, the date and time, relevant context, the child's words and any immediate risk.

ACTION
Minimum expectation:
Record what was done, by whom and when. Include whether the child was spoken to, contact with parents or carers, and any consultation with or referral to an external agency.

RATIONALE
Minimum expectation:

Explain why the action was proportionate, the threshold considered and why a referral was or was not made.

PLAN

Minimum expectation:

Record the safety plan or support, who will follow up, the timescale and what other staff need to know.

OUTCOME OR CLOSURE

Minimum expectation:

Record what changed, whether risk reduced, any agency response, the voice of the child or family and the reason for closure or continued monitoring.

APPENDIX 3: KEY STATUTORY AND LOCAL REFERENCES

- Keeping Children Safe in Education 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education–2
- Working Together to Safeguard Children 2026: https://www.gov.uk/government/publications/working-together-to-safeguard-children–2
- What to Do if You Are Worried a Child Is Being Abused – Advice for Practitioners: https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused–2
- Information Sharing Advice for Safeguarding Practitioners: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
- Early Years Foundation Stage Statutory Framework: https://www.gov.uk/government/publications/early-years-foundation-stage-framework–2
- Filtering and Monitoring Standards for Schools and Colleges: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges
- Prevent Duty Guidance: https://www.gov.uk/government/publications/prevent-duty-guidance
- Staffordshire Safeguarding Children Partnership: https://www.staffsscp.org.uk/
- Staffordshire Child Safeguarding Concerns and Professional/LADO Routes: https://www.staffordshire.gov.uk/children-young-people-and-families/child-protection-and-safety/report-concern-child-safeguarding
- Staffordshire Local Safeguarding Documents and Referral Information:

https://www.staffordshire.gov.uk/staffordshire-learning-net/pupil-support/education-safeguarding-support/local-and-national/local

- Staffordshire Online Safeguarding Procedures: https://westmids-staffordshire.trixonline.co.uk/
- Staffordshire Early Help and Families First: https://www.staffordshire.gov.uk/children-young-people-and-families/family-hubs/early-help-helping-children-and-families-early
- The online versions of statutory and local guidance should be treated as the authoritative source where guidance is updated after publication of this policy.