Safeguarding / Child Protection Policy

September 2026

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Policy approved by the Governing Body	
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Section A – Contextual Safeguarding at Take 1 Studios

Introduction

At Take 1, we are committed to providing a safe and supportive environment for all our students. Our approach to safeguarding extends beyond the school premises and considers the various contexts in which our students interact and experience their daily lives.

Contextual Safeguarding

Contextual safeguarding recognises that children can experience abuse, neglect and exploitation in contexts beyond their family home, including peer groups, schools, neighbourhoods and online. Take 1 considers extra-familial harm, including criminal and sexual exploitation, serious youth violence, group-based exploitation, online harm and radicalisation, when assessing risk and planning support.

At Take 1 we are aware of our main contextual safeguarding issues and use our curriculum to ensure all children are educated about them.

Contextual Concerns	**How school address it**
Criminal Exploitation	Our strategy includes staff training, parent/carer workshops, PSHE lessons, and partnerships with external agencies to ensure these issues are addressed proactively.
County Lines	
Online Grooming	
Radicalisation	
Mental Health Vulnerabilities and Self Harm	
Child-on-child abuse (including harassment and violence)	
Online safety, AI and digital harm	

Our Commitment

- We will work collaboratively with students, parents and the wider community to identify and mitigate safeguarding risks
- We will provide training for all staff to recognise the signs of contextual risks and to respond appropriately.
- We will implement policies and procedures that address the unique safeguarding needs of our school community.

Our Approach

Take 1 adopts a holistic approach to safeguarding by:

- Conducting regular assessments of the various environments our students engage with.
- Building strong partnerships with local organisations and agencies to support our safeguarding efforts.
- Empowering pupils to speak out about their concerns and ensuring they know how to seek help.

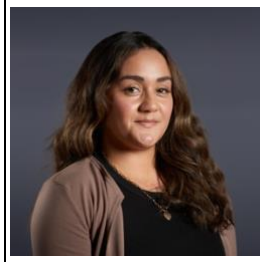
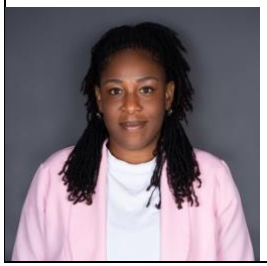
Your Contribution

We encourage all members of our school community to contribute to our safeguarding efforts by staying informed, being vigilant, and working together to create a safe environment for everyone. If you have any concerns or suggestions, please do not hesitate to contact our safeguarding team at safeguarding@take1studios.co.uk

Conclusion

The safety and well-being of our students are our top priorities at Take 1. By adopting a contextual safeguarding approach, we aim to provide a comprehensive and effective safeguarding framework that addresses the diverse and dynamic risks faced by our students and is reflected within our Safeguarding Policy and other school-based documents and processes.

Thank you for your support and cooperation in keeping our school community safe.

	Naomi Fearon – Head Teacher
	Shannon Berrington – Assistant Head Teacher
	Roshell McFarlane – Administrator, Admissions and Attendance Lead

Section B – Policy Introduction

This policy reflects current legislation, accepted best practice and statutory guidance, including Working Together to Safeguard Children 2026 and Keeping Children Safe in Education (KCSIE) 2026, in force from 1 September 2026. It also has regard to Nottingham City Safeguarding Children Partnership arrangements, the Education (Independent School Standards) Regulations 2014, the Children Acts 1989 and 2004, the Education Act 2002, the Domestic Abuse Act 2021, the Prevent duty and relevant data protection law.

Other policies that may need to be considered are:

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour management and positive intervention*
- *Attendance (including children absent from education)*
- *Special needs*
- *Health and Safety*
- *Safer Recruitment*
- *Physical Intervention*
- *Online Safety*
- *Management of Allegations*
- *Intimate Care*
- *Touching*
- *Use of Mobile Phones and Cameras*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*
- *Children in Care / Previous Children in Care* ***(was known as Looked After Children / Previously Looked After Children)***
- *Equality*
- *Data Protection Policy*

Schools (including independent schools, non-maintained special schools, academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies and proprietors should ensure children are taught how to keep themselves and others safe, including online. Preventative education forms part of a whole-school approach that creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence and harassment, derogatory behaviour, prejudice-based and discriminatory bullying, and other forms of violence and conflict. RSHE/PSHE and the wider curriculum will be age- and stage-appropriate, inclusive and accessible.

Section C - Statutory duties that apply to schools

Working Together to Safeguard Children 2026 & Keeping Children Safe in Education 2026

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- Ensuring that the school contributes to multi-agency working in line with Working Together to Safeguard Children 2026. This includes universal services and community-based early help, targeted early help through Family Help where appropriate, support under section 17 of the Children Act 1989, and contribution to child protection and other multi-agency plans.
- A clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- A senior member of staff to take leadership responsibility for the school's safeguarding arrangements.
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback
- Ensuring there are robust procedures for child-on-child abuse (including harassment and violence), harmful sexual behaviour, sexual harassment and sexual violence, and for safeguarding concerns or allegations about staff, supply teachers, trainee teachers, volunteers and contractors.
- Arrangements which set out clearly the principles and processes for timely and proportionate information sharing within school and with safeguarding partners, children's social care, police, health and other relevant agencies
- A designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads should be a member of the school's senior leadership team and their roles should always be explicitly defined in any job description. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Safer recruitment practices in accordance with Part three of KCSIE 2026, including appropriate pre-appointment checks and proportionate online searches of shortlisted candidates. Take 1 will apply the 2026 regulated-activity rules, including the removal of the former supervision exemption for volunteers following the Crime and Policing Act 2026.

- Schools must maintain a single central record (SCR) of required pre-appointment checks. For an independent school this includes all staff (including agency and third-party supply staff, even if working for one day), salaried trainee teachers where applicable, and all members of the proprietor body. Checks on volunteers and safeguarding/safer recruitment training may also be recorded as non-statutory information
-
    - All staff (including supply staff) who work in the school; in colleges, this means those providing education to children
    - All others who work in regular contact with children in the school or college, including volunteers
    - For independent schools, including academies and free schools, all members of the proprietary body

- It is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled 'Disqualification Under the Childcare Act 2006' of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision.

- Relevant staff are those working in childcare, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside school hours.

- Where the Childcare (Disqualification) Regulations 2018 apply, Take 1 will ensure appropriate checks are carried out in accordance with the statutory guidance Disqualification under the Childcare Act 2006.

- Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

- Staff will receive mandatory safeguarding and child protection training at induction, including online safety, filtering and monitoring responsibilities, the school's safeguarding systems and how to respond to concerns and disclosures.

All staff, including those who do not work directly with children, will read and understand Part one of KCSIE 2026. The Part one overview may be used as a complementary quick reference but does not replace Part one.

- All staff will receive safeguarding and child protection updates, including online safety, as required and at least annually. Formal safeguarding training will be refreshed in line with KCSIE and Nottingham City Safeguarding Children Partnership expectations.

- Ensure there is an effective child safeguarding policy in place together with a school behaviour policy, schools' response to children who go missing from education, staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers at point of induction.

- All professionals should have regular reviews of their own practice to ensure they improve over time.

- The designated lead for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a child's circumstances whenever new information arises.

- Take 1 Studios will comply with local multi-agency safeguarding arrangements and participate appropriately in child safeguarding practice reviews and other learning processes. References in older procedures to Serious Case Reviews should be understood in the context of the current Child Safeguarding Practice Review framework.

- Take 1 Studios will complete required local safeguarding assurance/audit activity and engage in multi-agency processes in accordance with Nottingham City Safeguarding Children Partnership arrangements, Working Together to Safeguard Children 2026 and KCSIE 2026.

- Take 1 Studios will maintain clear procedures for concerns or allegations about people who work with children, including staff, supply teachers, trainee teachers, volunteers, contractors and organisations using school premises. Where the harm threshold may be met, the case manager will follow Part four of KCSIE 2026 and consult the Local Authority Designated Officer (LADO) as required.

An allegation may relate to a person who works with children who has:

Behaved in a way that has harmed a child, or may have harmed a child

Possibly committed a criminal offence against or related to a child

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

Behaved or may have behaved in a way that indicates they may not be suitable to work with children

In addition:

The LADO will be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- Any allegation should be reported immediately to the Headteacher or the Principal of the school. Where the allegation relates to the Headteacher or Principal it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

- If an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

- Take 1 Studios will have procedures for concerns that do not meet the harm threshold (low-level concerns). Concerns will be shared, recorded and reviewed so that patterns and inappropriate behaviour are identified early. The school will consider referral to the LADO where appropriate and will follow Part four of KCSIE 2026.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

To fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Section D - Aims and Responsibilities

Take 1, the proprietor, governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that safeguarding is everyone's responsibility and that all staff and volunteers have an active role in providing help and support as soon as problems emerge, protecting pupils from maltreatment, abuse, neglect and exploitation, and promoting their welfare. We will work in line with Nottingham City's local threshold and multi-agency safeguarding arrangements.

Effective safeguarding depends on a child-centred and coordinated system in which every practitioner and agency plays their full part. Take 1 will work in accordance with Working Together to Safeguard Children 2026 and KCSIE 2026, sharing information, challenging respectfully and contributing to timely help, support and protection.

The aims of this policy are to:

- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, mental health, attendance, health and safety and other safeguarding responsibilities.
- Emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.
- Highlight the connection between the Safeguarding Policy and the school's policy for safer recruitment of staff and volunteers, and for managing allegations.
- Confirm the working relationship with City MASH, Nottingham City Safeguarding Partners and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities

The governing body: has a trained link governor for Safeguarding, who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above

- Will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.

- Will ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff, volunteers and organisations who use the school premises that all comply in accordance with Nottingham City Safeguarding Partners.

- Will ensure a culture of safe recruitment and recruitment procedures that help deter, reject or identify people who may pose a risk to children, in accordance with Part three of KCSIE 2026 and current regulated-activity requirements.

- Has appointed a member of staff of the school or college's leadership team to the role of designated safeguarding lead.

- Will ensure the school keeps an accurate and up-to-date single central record of the pre-appointment checks required by KCSIE 2026 and the Independent School Standards.

- Monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile.

- Recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).

- Ensure that the child safeguarding policy is available to parents and children on request.

- Will ensure this policy and practice complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

- Will ensure that they develop a safeguarding culture and facilitate a whole school approach to safeguarding.

- Will ensure that all safeguarding processes and policies operate with the best interests of the child.

- Ensuring that the child's wishes, and feelings are taken in to account when action is determined by school leaders.

The governing body/proprietor will ensure that all checks required for their particular governance and proprietor roles are completed, including enhanced DBS and section 128 checks where applicable, in accordance with KCSIE 2026 and the Independent School Standards. Governance and proprietor checks will be recorded and evidenced in the form required for an independent school. Where an individual also undertakes regulated activity, the appropriate barred list information will be obtained.

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.

- The policy will be updated annually and be available publicly either via the school or college website or by other means.

- Designated staff review policy when the Nottingham City Safeguarding Partners update their policies and procedures.

- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of children and young people and be appropriately trained.

- The statutory single central record of pre-appointment checks is maintained accurately. Training dates and checks on volunteers may also be recorded where useful, but the SCR will distinguish statutory information from additional non-statutory information.

- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

- Where there are concerns about a member of staff's suitability to work with children, contact the LADO.

- Where an allegation concerns a supply teacher, trainee teacher or contracted worker, the Headteacher will contact the employing agency/provider and consult the LADO as required. Take 1 will not cease to use a person solely because of an allegation without considering the facts and KCSIE 2026 procedures, and will support any required investigation.

- Staff remain alert to attendance and education patterns that may indicate safeguarding risk, including repeated or prolonged absence, persistent lateness, part-time timetables, suspensions, risk of permanent exclusion, time in alternative provision and children missing education. Concerns will be considered alongside risks such as exploitation, trafficking, serious violence, forced marriage, FGM and radicalisation.

- They undergo child safeguarding training, which is updated regularly, in line with advice from the Nottingham City Safeguarding Partners.

Designated Safeguarding Leads will:

- Have their roles explicitly defined in their job descriptions.

- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

- Undergo updated child safeguarding training every two years as a minimum.

- Liaise with relevant agencies in accordance with the Nottingham City Safeguarding Partners procedures when referring a pupil where there are concerns about possible abuse or harm.

- Be able to access the contents of the Nottingham City Safeguarding Partners procedures and personnel procedures and make these accessible to all staff.

- Ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.
- Support staff who attend strategy meetings, looked after reviews and/or case conferences.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- Ensure involvement of other designated leads e.g., where there are concerns about a pupil who is 'looked after or previously looked after' .
- Support staff to reflect on the information they hold about children and provide an alternative perspective on issues to promote a better understanding of what may or may not be concerning.
- Meet at least each half term to review procedures and case load.
- Be aware of the requirement for children (investigated by the police) to have an appropriate adult (PACE).
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. The DSL will support the annual review of filtering and monitoring effectiveness and ensure safeguarding concerns are escalated appropriately.
- Written records of concerns are kept, even if there is no immediate need for referral.
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/designated leads.

- Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.
- They have oversight of attendance where there are concerns about welfare and safety, for example children missing education and patterns of non-attendance .
- Ensure statutory and local guidance relating to children missing education and attendance is followed, alongside Working Together to Improve School Attendance and the school's Attendance Policy.
- Where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's social care is contacted.
- Children's safeguarding records are monitored for patterns, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns arise.
- Where there are existing safeguarding concerns and a pupil transfers, ensure information is transferred securely and confidentially, separately from the main pupil file, with a clear structured summary of current concerns, relevant context and ongoing support needs.
- For an in-year transfer, transfer the child protection file as soon as possible and within 5 days; for a new term, within the first 5 days of the term. Confirmation of receipt will be obtained.
- Where a pupil has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
    - The receiving schools designated lead for Safeguarding is informed immediately.
    - Ensure safeguarding information is transferred securely and separately from the main pupil file; where appropriate, DSL-to-DSL discussion will take place so that information is actively understood and acted upon.

All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads need to ensure multiagency working:

Schools have a pivotal role in multi-agency safeguarding arrangements. Take 1 will contribute to multi-agency working in line with Working Together to Safeguard Children 2026 and will understand and engage with the published Nottingham City multi-agency safeguarding arrangements.

Working Together to Safeguard Children 2026 reinforces a shared responsibility for safeguarding. Take 1 expects practitioners to collaborate, share information, learn together, use professional challenge, recognise discrimination and disproportionality, and keep the child's voice and lived experience central to decision-making.

• **Collaborate**: practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided

• **Learn**: practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes

• **Resource**: practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work

• **Include**: practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect

• **Mutual challenge**: practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way

The three statutory safeguarding partners are the local authority, the integrated care board for the area and the chief officer of police. Schools are relevant agencies and must cooperate with published local arrangements where named. Take 1 will engage meaningfully with Nottingham City Safeguarding Children Partnership and respond to information requests in accordance with law and statutory guidance.

If named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

Take 1 Studios will work with children's social care, police, health and other services to promote welfare and protect children from harm. This includes community-based early help and, where needs are more targeted, Family Help, which may include targeted early help and support under section 17 of the Children Act 1989. Take 1 Studios will contribute to multi-agency assessments and plans and will allow access to children's social care for section 17 or section 47 activity.

NPCC guidance: 'When to call the police' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Search - When to report to police (npcc.police.uk)

The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Read and understand Part one of Keeping Children Safe in Education 2026 in full. This applies to all staff, including those who do not work directly with children.
- Be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.
- Be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g., in urgent situations.

- Be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottingham City Safeguarding Partners webpage.

- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act.

- Know how to record concerns and what additional information may be required.

- Undergo safeguarding and child protection training at induction and receive regular updates, including online safety, filtering and monitoring, at least annually and in line with KCSIE 2026 and local safeguarding partner expectations.

- Recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'.

- Have access to "What to do if you´re worried that at child is being abused: advice for practitioners' guidance." (2015).

- Report where they see or suspect that unacceptable content is being accessed online despite filtering and monitoring systems.

- Ensure appropriate supervision when children are accessing online platforms.

- Give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-safety policy for further information.

- Be aware that repeated or prolonged absence from education, missing episodes, part-time timetables, suspensions and alternative provision may be indicators of vulnerability or harm. Staff will report concerns to the DSL and follow the Attendance Policy and safeguarding procedures.

Allegations against the Headteacher

Where an allegation is made against the Headteacher, Principal or equivalent, the Chair of the Governing Body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) by referral only.

Where an allegation concerns the Headteacher, the case manager will be the proprietor of the independent school, unless the school's governance arrangements require another legally appropriate route. The LADO will be consulted in accordance with Part four of KCSIE 2026.

Section E- Reporting concerns to the Designated Safeguarding Lead

Any concern should be discussed in the first instance with the Designated Safeguarding Lead or Deputy Leads in their absence, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to City MASH or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded as per school procedures (including electronic records)

Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said, try not to show it
- It is ok to observe bruises but not to ask a pupil to remove their clothing to observe them if a disclosure is made.
- Accept what the pupil says.
- Stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate.
- Use open questions such as 'is there anything else you want to tell me?' or 'yes?', 'and?'.
- Be careful not to burden the pupil with guilt by asking questions like 'why didn't you tell me before?'.
- Acknowledge how hard it was for the pupil to tell you.
- Do not criticise the perpetrator, the pupil might have a relationship with them.
- Do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as 'I'll stay with you all the time' or 'it will be all right now'.

Recording information

At Take 1 Studios we use CPOMS to record and monitor safeguarding concerns. Records must be clear, factual and distinguish observed information, professional opinion and historic information. Immediate action must never be delayed by recording requirements.

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your full name and role should be included.
- If it is observation of bruising or an injury try to record detail, e.g., 'right arm above elbow'. Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- Verbal conversations should be promptly recorded using the school's system.

Section F- Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. Children who are impacted by domestic abuse are victims in their own right. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.

- Any child may benefit from support before statutory intervention. In line with KCSIE 2026, staff should be particularly alert to children who may benefit from universal services and community-based early help, or from targeted early help through Family Help, including a child who:

  - Is disabled or has certain health conditions and has specific additional needs
  - Has special educational needs, whether or not they have an Education, Health and Care Plan
  - Has a mental health need
  - Is a young carer, is pregnant and/or is a parent themselves
  - Has exhibited early signs of abusive, violent or harmful behaviour, or is being drawn into anti-social/criminal behaviour, gangs, organised crime or county lines

- Is frequently missing or goes missing from education, home or care
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, or is in alternative provision/a pupil referral unit.

- Is at risk of exploitation, modern slavery or trafficking, including criminal, sexual or financial exploitation
- Is at risk of being radicalised into terrorism
- Has a parent or carer in custody or is affected by parental offending
- Is in family circumstances presenting challenges, including drug/alcohol misuse, adult mental health needs, domestic abuse or other significant stressors.

- Is misusing alcohol or other drugs themselves
- Is at risk of so called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

Attendance is a safeguarding issue as well as an educational one. Staff must follow the Attendance Policy and Working Together to Improve School Attendance. Repeated or prolonged absence, unexplained absence and patterns of non-attendance must be considered in context and escalated where they indicate possible abuse, neglect, exploitation or other safeguarding risk.

- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.

- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

- Pupils with SEND, communication needs or relevant medical conditions can face additional safeguarding barriers, including assumptions that behaviour or communication relates only to disability, greater risk of bullying and online harm, and difficulty reporting concerns. Take 1 will make reasonable adjustments and ensure the DSL, SENCO/Inclusion Lead and relevant professionals work together.

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation. Staff are not expected to diagnose mental health conditions but must take immediate safeguarding action where concerns arise and liaise with the DSL and relevant mental health professionals.

  Advice and guidance are available: www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/

- The school will support all pupils by discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.

- Take 1 Studios will provide or coordinate the right help at the right time. This may include universal services and community-based early help, or Family Help where more targeted support is required. Family Help can include targeted early help and support/services under section 17 of the Children Act 1989. Where Take 1 is involved in a Family Help assessment or plan, staff may contribute information and, where appropriate and agreed locally, a suitable practitioner may act as lead practitioner. Support will be reviewed and escalated if it is not improving outcomes or risk increases.

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will maintain this confidentiality.

- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need-to-know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.

- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage, with consent from the parents/carer where this does not compromise the safety of the child or cause further risk. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Low-Level Concerns (Part four, KCSIE 2026)

Low-level concerns are behaviours that do not meet the harm threshold but may be inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work that may indicate unsuitability. All staff must share low-level concerns in accordance with the Staff Code of Conduct. Concerns will be recorded, reviewed and monitored for patterns. The school will consider referral to the LADO where appropriate.

Consent

Information sharing will be lawful, necessary and proportionate. Consent is not always required to share information for safeguarding purposes. Staff should be transparent with families where it is safe and appropriate to do so, but must not allow uncertainty about consent or data protection to delay sharing information needed to safeguard a child. Where consent is the appropriate lawful basis for a service, it will be informed and recorded; where there is a safeguarding basis to share without consent, the rationale will be recorded.

Circumstances may include:

- Suspicion that a child will be forced into marriage or removed from the country against their will
- Suspicion that a child is at risk of female genital mutilation
- A disclosure of sexual or physical abuse putting the child at immediate risk
- Suspicion that illness is being fabricated.

Where a referral to Children's Social Care/MASH is being considered, parents or carers should normally be informed where it is safe and appropriate. Consent is not required where there is a lawful safeguarding basis to share information, and staff must not seek consent where doing so could increase risk, prejudice an investigation or cause harmful delay.

The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 do not prevent appropriate information sharing for safeguarding. Fears about sharing information must not stand in the way of safeguarding children. Staff should share relevant, accurate information in a timely way and record the rationale for decisions to share or not share.

Further guidance on information sharing is contained in Working Together to Safeguard Children 2026, KCSIE 2026 and current DfE safeguarding information-sharing guidance. Take 1 will also implement any statutory information-sharing duty and accompanying guidance that applies during the life of this policy.

Pupils:

Safe Environment – pupils are safe and feel safe

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

School adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from school staff.

School will therefore ensure that:

- There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously, and responded to appropriately is established and maintained
- Pupils are involved in the decision-making which affects them
- Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school

has well developed listening systems.

- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Nottingham City Safeguarding Partners and Childline.
- Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse
- Effective working relationships are established with parents and colleagues from partner agencies
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse

Section G - Safeguarding as part of the Curriculum

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PSHE/RSHE, computing and the wider curriculum:

Bullying, including cyberbullying, prejudice-based and discriminatory bullying, child-on-child abuse, harmful sexual behaviour and upskirting

Online safety, misinformation/disinformation, scams, online grooming, generative AI and the making or sharing of nudes and semi-nudes, (including AI-generated or digitally altered images).

Road, fire and water safety.

Healthy and respectful relationships, consent, domestic abuse, teenage relationship abuse, stalking and coercive control.

Child sexual exploitation (CSE), online and offline

Honour based abuse and forced marriage.

Female genital mutilation (FGM).

Radicalisation and extremism (Educate Against Hate).

Safeguarding education will be delivered through statutory RSHE, PSHE, computing and the wider curriculum. Teaching will reflect current statutory RSHE guidance and will be age- and stage-appropriate, accessible to pupils with SEND, and reinforced through the whole-school culture.

Section H – Online Safety (Keeping Children Safe in Education 2026)

It is essential that children are safeguarded from harmful and inappropriate online material. Take 1 uses the KCSIE '4Cs' framework - content, contact, conduct and commerce - to understand online risk. Risks include pornography, racism, misogyny, self-harm and suicide content, radicalisation, misinformation/disinformation, harmful interaction with other users or generative AI applications, grooming and exploitation, explicit or AI-generated imagery, online bullying, gambling, phishing and financial scams.

Online safety is a running and interrelated theme across safeguarding, curriculum, staff training, parental engagement and the DSL role. Generative AI may create safeguarding, ethics, data protection and intellectual-property risks, including deepfakes, AI-generated nudes or semi-nudes, manipulated content, simulated harmful interactions and grooming. Staff and pupils will be taught how to recognise, report and respond to these risks. Take 1 will follow DfE guidance and product safety expectations where generative AI is used.

The proprietor/governing body will ensure appropriate filtering and monitoring systems are in place. Their effectiveness will be reviewed at least once every academic year by the SLT member responsible for filtering and monitoring, supported by the DSL and IT support. The review will include checks on all internet-connected devices in relevant locations, records of those checks, clarity of roles and escalation routes, and consideration of pupils at greater risk of harm. Filtering will block harmful content without unreasonably restricting teaching and learning, and monitoring strategies will reflect the school's safeguarding needs.

Take 1 Studios will have regard to the DfE digital and technology standards, including filtering and monitoring and cyber-security standards. Information security and access management are safeguarding responsibilities and the school will protect personal information and maintain appropriate cyber-security arrangements.

Mobile phones: Take 1 Studios will operate in line with the statutory guidance that schools should be mobile phone-free environments by default, with exceptions only where justified by the school's context or an individual pupil's needs. The school's Mobile Phone Policy will set out how access is restricted during the school day and how safeguarding concerns involving devices are managed.

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

Section I - Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases the school will discuss concerns with parents/carers and explain proposed action. However, the school does not require parental consent to make a safeguarding referral or share information where there is a lawful safeguarding basis, and will not seek consent where doing so may place a child at greater risk, cause harmful delay or prejudice an investigation.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues. Where appropriate a child may be asked for their consent.

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Section J- Children in Care (previously known as LAC) and Children Previously in Care

Supporting children in care and children who have been in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together.

To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead for children in care.

Our designated lead for CIC will;

- Attend PEP reviews
- Ensure children receive the correct provision, support and intervention and review frequently
- Work closely with the Virtual School

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Section K - Prevention in the Curriculum

KCSIE 2026 emphasises that preventative education is most effective within a whole-school approach that prepares pupils for life in modern Britain and creates zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence and harassment, derogatory behaviour, prejudice-based bullying and other forms of violence and conflict.
In addition, it is expected that:

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
    - Safely explore their own and others' attitudes
    - Recognise and manage risks in different situations and how to behave responsibly
    - Judge what kind of physical contact is acceptable and unacceptable
    - Recognise when pressure from others (including people they know) threatens their:
        - Personal safety and well-being and develop effective ways of resisting pressure
        - Including knowing when and where to get help
    - Use assertiveness techniques to resist unhelpful pressure
    - The risks associated with making or sharing nudes and semi-nudes, whether consensual or non-consensual, including images that are digitally altered or generated using artificial intelligence. All incidents involving such imagery require a safeguarding response and will be managed in accordance with current UKCIS/DfE guidance and KCSIE 2026.

Section L- Particularly Vulnerable Groups

Some children may be potentially at greater risk of harm, online and offline. This includes, but is not limited to, children who need a social worker, children in care or previously in care, children with SEND or relevant medical conditions, young carers, children affected by domestic abuse, children with a parent/carer in custody, children who are frequently absent or missing from education, children in alternative provision, children at risk of exploitation or serious violence, children who are lesbian, gay or bisexual, and children who are questioning their gender. Staff must avoid assumptions and consider each child's lived experience and individual needs.

Where Take 1 commissions alternative provision, Take 1 remains responsible for safeguarding the pupil. Before placement, the school will undertake due diligence and obtain written confirmation that appropriate safeguarding checks have been carried out. The provider must notify Take 1 of changes that may affect safeguarding assurance. Take 1 will know the address of every provider, subcontracted provision or satellite site used by the pupil, monitor attendance, and review each placement at least half-termly. Any safeguarding concern will trigger an immediate review and the placement will be terminated where necessary unless and until concerns are satisfactorily addressed.

Take 1 will consider how protected characteristics and other vulnerabilities affect safeguarding. We will make reasonable adjustments for disabled pupils and use proportionate positive action where lawful and appropriate. Safeguarding records and monitoring will help identify disproportionate patterns of abuse, harassment, racism, misogyny/misandry, faith-based prejudice and other discriminatory harm.

1. Preventing Radicalisation – see KCSIE 2026 Annex A and the current Prevent duty guidance.

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counterterrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. Referrals to Channel are for those who are susceptible rather than vulnerable to radicalisation and being at risk of being drawn into terrorism. Consent is needed for referrals to Channel.

Statutory guidance has been published and is available here: https://www.gov.uk/government/publications/prevent-duty-guidance

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact Nottingham City's Prevent Education officer, Louise Cox or the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable or susceptible children or adults do not end up facing criminal sanctions.

2. Female Genital Mutilation (FGM) – see KCSIE 2026 Annex A and the multi-agency statutory guidance on FGM.

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of 5 and 8.

Risk factors for FGM include;

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman
- Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Potential indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care.

Children who are questioning their gender

Take 1 Studios will follow KCSIE 2026 when a child or parent/carer raises a request relating to social transition. The school will not initiate social transition. Staff will take time to understand the child's thoughts, feelings and wider experiences, remain professionally curious about mental health, psychosocial needs, SEND/neurodiversity, family and peer relationships and discriminatory bullying, and maintain flexibility rather than relying on gender stereotypes.

Requests for support with social transition will be considered carefully, case by case, with the child's welfare and best interests and the welfare of other children at the centre. Parents/carers will be involved as a priority unless the DSL determines that doing so would create a greater safeguarding risk. Decisions and reasons will be documented and reviewed. Staff will not make individual changes relating to social transition outside an agreed school decision.

Take 1 will comply with KCSIE 2026, the Equality Act 2010, Human Rights Act 1998 and the Education (Independent School Standards) Regulations 2014. Pupils will not be permitted to use toilets or changing rooms designated for the opposite biological sex. Where appropriate, alternative self-contained facilities or alternative timings will be considered so that safety, privacy, comfort and dignity are protected. PE/sport arrangements will follow KCSIE 2026 and relevant safety and fairness requirements.

Operation Encompass and domestic abuse notifications

Children who see, hear or experience the effects of domestic abuse are recognised as victims in their own right. Operation Encompass is now underpinned by a statutory police information-sharing duty. The DSL/deputies will act as the school's trained Key Adults, receive and securely record notifications, consider immediate support and safeguarding action, and liaise with families and agencies where appropriate. An Operation Encompass notification does not replace a safeguarding referral; where thresholds are met, Take 1 will refer to Children's Social Care/MASH or other agencies without delay.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

3. Child-on-child sexual harassment and sexual violence – Part five, Keeping Children Safe in Education 2026

Schools and colleges should **respond to all reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online.

Sexual harassment, harmful sexual behaviour and sexual violence can occur between children of any age and sex, online and offline, and may overlap or escalate along a continuum. Take 1 recognises that early intervention in inappropriate behaviour, including misogyny, can help prevent escalation. All reports will be taken seriously, risk assessed and responded to on a case-by-case basis.

Staff will recognise that girls are more likely to be victims of sexual violence and harassment and boys more likely to be perpetrators, while understanding that any child can be affected. The school will also recognise misogyny/misandry and wider discriminatory behaviour as relevant to safeguarding culture and risk.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children.

Any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The NSPCC also provides free and independent advice about HSB: Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning

The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse. ECSA Toolkit | Lucy Faithfull Foundation

Contextual Safeguarding Network provides a school self-assessment toolkit and guidance for addressing HSB in schools.

Toolkit Overview | Contextual Safeguarding

Stop It Now -Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

www.stopitnow.org.uk

It is important that the perpetrator(s)is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

KCSIE 2026 substantially strengthens Part five. Take 1 will not dismiss harmful sexual behaviour, sexual harassment or sexual violence as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual and including AI-generated or digitally altered images. Victims will be supported and children displaying harmful behaviour will also receive appropriate assessment and support.

4. Child-on-child abuse (including harassment and violence) – Keeping Children Safe in Education 2026

All staff must understand that children can abuse other children and that child-on-child abuse is preventable. It can be a safeguarding issue for both the victim and the child displaying harmful behaviour. It may occur inside or outside school and online and can include bullying, physical abuse, threats involving weapons, harmful sexual behaviour, sexual violence, sexual harassment, misogyny/misandry, abuse in intimate relationships, upskirting, initiation/hazing and the consensual or non-consensual making or sharing of nudes or semi-nudes, including AI-generated images.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Upskirting; and the consensual or non-consensual making or sharing of nudes and semi-nudes, including digitally altered or AI-generated images such as deepfakes/deep nudes
- Initiation/hazing type violence and rituals

At Take 1 Studios we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

5. Neglect – see KCSIE 2026 Part one and Annex A, and Working Together to Safeguard Children 2026

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child criminal exploitation and child sexual exploitation are forms of abuse and may overlap with modern slavery, trafficking, financial exploitation, serious violence and group-based exploitation. Children may be coerced into offending and may identify with the group or network exploiting them; this must not prevent them being recognised as victims.

Nottinghamshire and Nottingham City Safeguarding Children Partnerships have adapted this toolkit which was initially developed by Jane Wiffin on behalf of Hounslow LSCB and then revised by North Somerset; to offer a 'Structured Judgement Approach' to the identification of child neglect and the tools for agencies to work in partnership with families to improve outcomes for the children and young people.

Child and Young Person's Neglect Toolkit for assisting in the identification of Child Neglect

The Toolkit should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance http://nottinghamshirescb.proceduresonline.com/p_neglect.html.

- Nottinghamshire: Pathway to Provision http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision
- Nottingham City: Threshold of Need Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council

Section M- Contextual safeguarding

Contextual/extra-familial safeguarding means considering harm that occurs outside the family home, including peer groups, neighbourhoods, schools, online spaces and organised networks. Assessments should consider how different harms overlap, including child sexual abuse, teenage relationship abuse, criminal and sexual exploitation, financial exploitation, serious youth violence, county lines, modern slavery and radicalisation. Take 1 will share relevant information with children's social care and partners so that the contexts in which harm occurs are considered in assessment and planning.

Section N- Professional development and Training

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.

All staff will receive mandatory safeguarding training at induction, including the child protection policy, Staff Code of Conduct, safeguarding response to children absent from education, online safety and filtering/monitoring, the role and identity of the DSL/deputies, and Part one of KCSIE 2026. All staff, including those who do not work directly with children, must read Part one in full.

Governing bodies/proprietors will ensure governors and relevant leaders receive appropriate safeguarding and child protection training at induction and that it is regularly updated. Training will reflect KCSIE 2026, Working Together to Safeguard Children 2026, local multi-agency arrangements and the school's contextual risks.

- **o *Introduction to Safeguarding training – all staff***
- **o Prevent safeguarding INSET**
- **o FGM – safeguarding INSET**
- **o *Domestic Violence – safeguarding staff meeting and online training***
- **o *Honour based violence – safeguarding staff meeting and online training***
- **o *Child sexual exploitation – safeguarding staff meeting and online training***
- **o *Sexual abuse – safeguarding staff meeting***
- **o *DSL attend termly network meetings***
- **o DSL update training**

A report of the school's training needs assessment is presented to the governors so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school. A training register is kept indicating when staff and governors have been trained and this in turn informs the *annual* report to governors.

Safer recruitment training has been attended by: **Naomi Fearon**

As part of safer recruitment, proportionate online searches will be carried out for shortlisted candidates to identify publicly available information that may affect suitability to work with children. Searches and all other recruitment checks will be conducted in line with Part three of KCSIE 2026, data protection requirements and the school's Safer Recruitment Policy.

Timelines for training*:*

- Designated Safeguarding Lead and deputy training: updated at least every two years, with knowledge and skills refreshed at regular intervals and at least annually. DSL/deputies will also undertake Prevent awareness training and maintain up-to-date knowledge of online safety, information sharing, Family Help and local multi-agency procedures.

- Whole-school safeguarding training: induction plus regular updates as required and at least annually. Any wider three-yearly training cycle used locally does not replace the requirement for annual safeguarding updates.
  Safeguarding Training - Nottingham City Council

- Whole School Refresher Training at least annually with regular in-school updates

- Safer recruitment training: Through the on-line NSPCC

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Take 1 will evaluate and demonstrate how effectively it fulfils its safeguarding responsibilities, including implementation of KCSIE 2026, Working Together to Safeguard Children 2026 and local safeguarding partner arrangements.

Section O- Identification for visitors to school

Nottingham City Schools Agreed Visiting Professionals Guidance

- Any professional wishing to undertake work in school with children must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival

For visitors attending in a professional capacity, Take 1 will check identity and be assured that the appropriate DBS/safeguarding checks have been completed by the visitor's employer or commissioning organisation, depending on the activity. The school will not routinely ask to see a DBS certificate where written/employer assurance is appropriate. Escort and supervision arrangements will be determined by professional judgement and risk.

For other visitors, including family members and visitors to events, Take 1 will not request DBS or barred-list checks where these are not permitted or necessary. The Headteacher will use professional judgement to determine whether visitors require escort or supervision.

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance. Nottingham City Council will send a DBS verification letter to all settings once a year informing of the expected process.

Section P- Further guidance

Key sources of statutory, national and local safeguarding guidance include KCSIE 2026, Working Together to Safeguard Children 2026, Nottingham City Safeguarding Children Partnership procedures, Working Together to Improve School Attendance, current Prevent duty guidance, statutory Operation Encompass guidance, DfE filtering and monitoring standards, current RSHE guidance and relevant DfE/UKCIS online safety guidance.

- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

- Threshold of Need

Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council

- Behaviour and Discipline

Behaviour in schools guidance (publishing.service.gov.uk)

- Attendance

Working together to improve school attendance (publishing.service.gov.uk)

- Exclusions

School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

- DBS guidance

www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (Updated August 2018)

DBS checks: detailed guidance - GOV.UK (www.gov.uk)

Appendix – Key September 2026 safeguarding updates

• KCSIE 2026 is now in force. All staff must read Part one in full; the former condensed Annex A has been removed.

• Working Together to Safeguard Children 2026 replaces the 2023 edition and introduces/strengthens Family Help, anti-discriminatory practice, child sexual abuse, group-based exploitation, multi-agency assessment and information sharing.

• Online safety now explicitly addresses generative AI, misinformation/disinformation, AI-generated nudes/deepfakes, cyber security and an annual documented review of filtering and monitoring effectiveness.

• KCSIE 2026 adds a mobile-phone-free-by-default expectation for schools.

• Alternative provision safeguarding assurance is strengthened, including written checks, location information, attendance monitoring and at least half-termly placement reviews.

• New KCSIE 2026 guidance on children questioning their gender, social transition, single-sex facilities and sport has been incorporated.

• Child-on-child abuse and Part five have been strengthened to address harmful sexual behaviour, misogyny/misandry, the continuum to sexual violence, and all incidents involving nudes/semi-nudes including AI-generated images.

• Safer recruitment reflects the Crime and Policing Act 2026 change removing the former supervision exemption from regulated activity for volunteers.

• DSL arrangements now include robust cover when the DSL is unavailable and stronger transfer summaries for safeguarding files.

• Operation Encompass is reflected as a statutory police notification duty for domestic abuse incidents, while remaining separate from formal safeguarding referrals.

• Data protection references include the Data (Use and Access) Act 2025 and stronger information-sharing expectations.