



SAFEGUARDING AND CHILD PROTECTION POLICY 2025-26

Approved: October 2025

Review date: September 2026

Further information and useful web-based links regarding safeguarding can be found on the school website by following the link below:

<https://springfield.uk.net/index.php/school-life/safeguarding>

The purpose of this policy is to define the responsibility of each individual employed by and/or working on behalf of the school for promoting and safeguarding the welfare of children who are engaged in any activity overseen by the school.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

Springfield staff work together to ensure that our school is a safe place to work and learn. All safeguarding incidents are taken seriously (abuse is abuse) and we are intolerant of any derogatory language and/or behaviours which may be deemed 'banter' or 'part of growing up'.

Schools have a statutory responsibility to safeguard the welfare of children and this policy is written with due reference to: Working together to safeguard children (HM Government, 2023); Keeping children safe in education (DFE, 2025); What to do if you're worried a child is being abused (HM Government 2015); and The Prevent duty – Safeguarding learners vulnerable to radicalisation (DFE, 2022).

KEY SAFEGUARDING CONTACTS

Local Area Designated Officer for safeguarding: LADO@portsmouthcc.gov.uk (02392 882500)

DCT Trustee Safeguarding link: Chris Batstone – chris.batstone@springfield.uk.net

Nominated Local Governor safeguarding link: Jag Jethwa - jag.jethwa@springfield.uk.net

DCT Trustee Whistleblowing: Robert Clewley

Whistleblowing Governor: Jason Chipper – jason.chipper@springfield.uk.net

Designated Safeguarding Lead (DSL): Richard Brimacombe – Richard.brimacombe@springfield-sec.portsmouth.sch.uk

TRUSTEE/GOVERNOR/STAFF TRAINING

All Trustees and Governors receive regular appropriate safeguarding training delivered by external providers (e.g. Local Authority, Hampshire Governor Services, National College online).

All new school based staff receive safeguarding training on/before induction and all school staff receive detailed safeguarding training at the start of each school year (including any updates to KCSIE guidance). Further update training is then provided at regular intervals and offered as and when required (e.g. contextual concern or wider issue). Training is delivered by trained school staff (typically the DSL) and by external providers (e.g. Local Authority, NSPCC and/or National College online). Training takes place both 'in person' and remotely/online (e.g. online training modules with National College online and pre-recorded audio presentations). Records of staff/Governor/Trustee training are maintained centrally.

THE ROLE OF THE DE CURCI TRUST TRUSTEES

DCT Trustees will:

- provide strategic leadership that champions a vision of highly effective safeguarding for children and sets an ethos in which their welfare is paramount
- have regard to 'Keeping children safe in education' statutory guidance for schools and ensure that policies, procedures and training in the trust's schools are effective and comply with the law
- designate a senior board level lead to take a leadership responsibility for the trust's safeguarding arrangements - 'the designated lead trustee for safeguarding'
- ensure that the trust's scheme of delegation (governance) and related terms of reference make clear the safeguarding accountabilities and roles across the trust
- implement, monitor and review a safeguarding strategy which promotes the sharing of safeguarding and safer recruitment best practice across the trust – to include facilitating the trust's 'Safeguarding Forum'
- ensure that all trustees and local governors receive appropriate safeguarding and child protection (including online) training at induction; and that this training is regularly updated such that colleagues can exercise their governance duties effectively
- provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the trust's schools are effective and support the delivery of a robust whole trust approach to safeguarding – to include the impact of local governance
- regularly receive and review data pertaining to safeguarding – to include the trust's 'Safeguarding Report to Trustees'
- adopt/implement robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges – 'safer recruitment policy and procedures' – which meet statutory requirements in relation to Disclosure and Barring Service / 'regulated activity test' (Freedom Act 2012)
- ensure that schools have sufficient resources, to include people with the right skills, experience, qualities and capacity, to meet their safeguarding obligations
- ensure that procedures are in place for dealing with safeguarding concerns or allegations against those working in or on behalf of schools in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors
- ensure that whistleblowing procedures are in place and designate a senior board level lead to take a leadership responsibility for whistleblowing - 'the designated trustee for whistleblowing'

- implement appropriate internal control (audit) procedures and appropriate risk management approaches to safeguarding in the trust

THE ROLE OF THE GOVERNING BODY

The local governing body has a strategic leadership responsibility for their school's (schools') safeguarding arrangements and must ensure that they comply with their duties under legislation and meet the requirements of this policy.

The Local Governing Body will:

- champion the trust's vision of highly effective safeguarding for children and set an ethos in which their welfare is paramount
- have regard to 'Keeping children safe in education' statutory guidance for schools and ensure that policies, procedures and training in their school are effective and comply with the law
- designate a local governor to take a leadership responsibility for the school's safeguarding arrangements - 'the designated lead local governor for safeguarding'
- implement, monitor and review in their school the trust's safeguarding strategy which promotes the sharing of safeguarding and safer recruitment best practice – to include proactively engaging with the trust's 'Safeguarding Forum'
- ensure that all local governors receive appropriate safeguarding and child protection (including online) training at induction; and that this training is regularly updated such that colleagues can exercise their governance duties effectively
- provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in their school are effective and support the delivery of a robust whole trust approach to safeguarding
- regularly receive and review data pertaining to safeguarding – to include the school's 'Safeguarding Report to Local Governors'
- adopt/implement robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges – the trust's 'safer recruitment policy and procedures'
- ensure that their school has sufficient resources, to include people with the right skills, experience, qualities and capacity, to meet their safeguarding obligations
- ensure that the trust's procedures are understood by staff and in place for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors
- ensure that the trust's whistleblowing procedures are in place and designate a local governor to take a leadership responsibility for whistleblowing - 'the designated local governor for whistleblowing'
- ensure that the school's safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils and parents/carers; these policies should include a child protection policy, a behaviour policy, a staff behaviour policy (DCT Employee Code of Conduct) and appropriate safeguarding arrangements to respond to children who go missing from education – as outlined in KCSIE25 'Safeguarding policies and procedures' section.
- ensure that their school has an effective child protection policy in place which is reviewed at least annually, and which considers the safeguarding context and age-related requirements of the children in the school; in accordance with KCSIE25, the school's child protection policy must:

- reflect the whole school approach to child-on-child abuse (see paragraph 156 and Part Five)
 - reflect reporting systems (as set out at paragraph 96, KCSIE25)
 - describe procedures which are in accordance with government guidance
 - refer to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners (see paragraphs 106-113, KCSIE25)
 - include policies as reflected elsewhere in Part two of KCSIE25, such as online safety (see paragraph 134), and special educational needs and disabilities (SEND) (see paragraphs 201-203)
 - be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt
 - be available publicly via the school website
- ensure that an appropriate senior member of staff is appointed to the role of designated safeguarding lead (DSL), and that this member of staff should take lead responsibility for safeguarding and child protection (including on-line safety) in the school (the responsibilities of the DSL should be explicit in the role holder's job description)
 - ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively (Annex C of KCSIE25 summarises the duties of the DSL)
 - decide whether they choose to have one or more deputy designated safeguarding leads; any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead
 - oversee the completion of the PSCP Safeguarding and Early Help Compact Audit (or equivalent) by the DSL and take forward any action points, as appropriate

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL has a responsibility to:

- refer all cases of suspected abuse to MASH (Multi-Agency Safeguarding Hub) and manage those referrals
- provide advice and support to staff and volunteers on child welfare and child protection matters
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- liaise with the local authority and work with other agencies in line with Keeping Children Safe in Education 2025)
- keep accurate written records regarding safeguarding concerns/issues which are stored securely within the online 'Safeguard' software
- keep accurate written records of any reported 'low level' concerns regarding members of school and/or volunteers/school visitors
- undergo regular child protection training (at least every two years) and take part in network meetings/masterclasses during the school year as required/available

- arrange 'cover' for his/her role; if, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by another member of staff
- liaise with the Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- understand the assessment process for providing early help and intervention through locally agreed common processes
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure staff readily share and discuss all safeguarding concerns with the DSL however big or small (to include 'neutral notifications/low level concerns/niggles')
- encourage a culture of being 'child centred', listening to children and taking account of their wishes and feelings, among all staff
- ensure that staff give due regard to relevant human rights/disability acts and consider any 'protected characteristics'/SEND need/intervention when dealing with safeguarding issues and concerns
- ensure the school or college's policies are known and used appropriately
- ensure that parents are made aware of methods to share and/or report safeguarding concerns both within and outside of term time
- ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this where children leave the school, ensure their child protection file is transferred within 5 days of them joining a new school or college
- monitor the progress of children where child protection concerns have been raised (including routine and swift liaison with a child's Social Worker if applicable)
- ensure that those children who require it, receive timely support with mental health concerns

THE ROLE OF STAFF AND VOLUNTEERS

The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All school staff and volunteers have a responsibility to:

- provide a safe environment in which children can learn
- actively promote a culture which is intolerant of any form of sexual harassment or abuse (including child on child abuse)
- challenge, and report as necessary, ANY inappropriate behaviours between children (including prejudicial language)
- identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, in the best interests of the child, referring to the DSL as needed. (In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.)
- ensure children are routinely made aware of the ways in which they can report ANY safeguarding concerns in school (including external/online methods)

- be aware of the Safeguarding & Child Protection Policy (and its appendices) and systems within the school which support safeguarding
- study part one of keeping children safe in education (DFE, 2025)
- engage with appropriate child protection training which is regularly updated by the DSL
- be vigilant for the signs of abuse and neglect (including child on child) so that they are able to identify and refer cases of children who may be in need of help or protection
- be vigilant for the signs of safeguarding issues that may put children at risk of harm including: Child sexual/criminal exploitation (CSE/CCE); female genital mutilation (FGM); mental health; online safety and serious violence
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child
- protect children from the risk of radicalisation
- ensure that children are safe and know how to be safe when they are online and/or working remotely
- assume the responsibilities detailed in the Health & Safety Policy to provide a safe and healthy environment for all
- raise any welfare concerns about pupils with medical conditions with the DSL to ensure that their needs are met
- Report any concerns (including 'low level' – see appendix 2) relating to a member of staff (including supply staff, volunteers and contractors) support at the earliest opportunity to the DSL

Staff who have immediate concerns can also report abuse using the dedicated NSPCC helpline linked below:

<https://springfield.uk.net/index.php/school-life/latest-news/768-nsppcc-report-abuse-in-education-helpline>

Review Date: September 2026

Safeguarding covers a wide range of issues including missing education, cyber bullying/bullying, mental health and substance misuse. This policy should be read in conjunction with the following Springfield policies/procedures:

- SEND
- Anti-bullying
- Child on child abuse
- E-safety
- Attendance
- Behaviour
- DCT Code of Conduct
- Drugs Education
- Equality
- Health & Safety
- Intimate Care
- Medical Conditions
- Sex and Relationships Education

- Whistleblowing
- Safer Recruitment
- DCT policies
- Mobile Phone Policy