



Child Protection and Safeguarding Policy

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Introduction

At Storyy Education, safeguarding is at the heart of everything we do. Every child and young person has the right to feel safe, valued, respected and listened to, regardless of their background, experiences or individual needs. We recognise that many of the children and young people who attend our provision have experienced significant adversity, trauma, disrupted education, social disadvantage or complex emotional and mental health needs. As a result, safeguarding is not viewed as a separate responsibility but forms part of every interaction, decision and relationship throughout our organisation.

Our safeguarding culture is proactive rather than reactive. We strive to identify concerns at the earliest opportunity, provide timely support, and work collaboratively with families, schools, local authorities and partner agencies to achieve the best possible outcomes for every child. We believe that safeguarding is everyone's responsibility and that every member of staff has an important role in protecting children from harm.

We are committed to creating an environment where children feel safe to express themselves, know that they will be listened to, and understand how to seek help if they are worried about themselves or somebody else. We recognise that children are most likely to disclose concerns when they have trusted relationships with adults who are consistent, compassionate and professionally curious.

The welfare of the child is paramount and will always remain our primary consideration when making safeguarding decisions.

Our Safeguarding Commitment:

“Every child has the right to feel safe, valued, respected and listened to. We believe that positive relationships, professional curiosity and early intervention are fundamental to protecting children and enabling them to thrive.

Our approach is child-centred, trauma-informed and evidence-based. We recognise that many children attending Alternative Provision have experienced adversity, disrupted education or complex emotional needs. We therefore seek to understand the experiences behind behaviour and provide nurturing, therapeutic support that promotes safety, wellbeing and positive outcomes.

Safeguarding is everyone's responsibility. Every member of staff is expected to identify concerns, act promptly, work collaboratively with families and partner agencies, and maintain the highest standards of professional practice.

We are committed to creating a culture where children feel heard, staff feel confident to act, and safeguarding is embedded in every aspect of our organisation.

The welfare of the child is, and always will be, our paramount consideration”.

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Purpose of this Policy

This policy explains how Storyy Education fulfils its statutory safeguarding and child protection responsibilities and outlines the procedures that all staff must follow to safeguard children and young people.

The policy aims to:

- Promote a culture where safeguarding is embedded throughout the organisation.
- Protect children from abuse, neglect, exploitation and all forms of harm, both online and offline.
- Ensure that concerns are recognised, recorded and responded to promptly.
- Support early identification of need and timely intervention.
- Provide clear guidance for staff regarding their safeguarding responsibilities.
- Promote effective multi-agency working and information sharing.
- Ensure that safeguarding decisions are evidence-based, child-centred and appropriately recorded.
- Support positive outcomes through restorative, therapeutic and trauma-informed practice.

Safeguarding responsibilities apply equally to all children regardless of their age, disability, ethnicity, religion, sex, sexual orientation, gender identity, language, family circumstances or any other protected characteristic.

Our Safeguarding Ethos

Safeguarding is fundamental to everything we do at Storyy Education. Every member of staff shares responsibility for creating an environment where children feel physically and emotionally safe, respected and able to achieve their potential.

We believe effective safeguarding is built upon:

- Positive, trusting relationships with children and families.
- A child-centred approach that places the child's voice at the centre of decision making.
- Professional curiosity and respectful challenge.
- Early identification of concerns before they escalate.
- Evidence-based safeguarding practice supported by accurate and timely recording.
- Collaborative working with schools, families, local authorities and partner agencies.
- Continuous learning, reflection and quality assurance.

Our staff understand that safeguarding concerns rarely present in isolation. Children's behaviour, attendance, emotional wellbeing, physical health, online activity and relationships may all provide indicators that additional support or intervention is required. Staff are therefore expected to remain professionally curious, recognise patterns of concern and understand that "it could happen here."

We recognise that safeguarding is an ongoing responsibility and that protecting children extends beyond responding to immediate concerns. Through our curriculum, mentoring, therapeutic

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interventions and daily interactions, we actively teach children how to recognise risks, develop healthy relationships, stay safe online and offline, understand consent, seek help when needed and build resilience for the future.

Scope

This policy applies to every adult working for or on behalf of Storyy Education, including:

- Directors
- Senior Leaders
- Provision Managers
- Teachers
- Mentors
- Therapists
- Volunteers
- Agency staff
- Contractors
- Visitors
- Students undertaking work experience

Every adult working within Storyy Education has both a legal and professional responsibility to safeguard children and promote their welfare.

Safeguarding responsibilities continue regardless of a person's role or seniority.

Legislative Framework

Storyy Education operates in accordance with all relevant safeguarding legislation and statutory guidance. This policy has been developed in line with, but is not limited to:

- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children (2023)
- The Children Act 1989 and 2004
- Education Act 2002
- The Equality Act 2010
- The Human Rights Act 1998
- The Counter-Terrorism and Security Act 2015 (Prevent Duty)
- The Data Protection Act 2018 and UK GDPR
- The Children and Social Work Act 2017
- Relevant Local Safeguarding Partnership procedures for each commissioning authority.

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Storyy Education will review this policy whenever statutory guidance changes to ensure safeguarding arrangements remain compliant with current legislation and national best practice.

Key Safeguarding Contacts

Storyy Education maintains a robust safeguarding structure to ensure that safeguarding advice, support and decision-making is always available. All staff must know who the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are and understand how to contact them.

Safeguarding concerns should always be reported immediately to the DSL or, in their absence, a Deputy DSL. Staff should never delay reporting a concern because they are unsure whether it meets the threshold for referral. If there is any doubt, the concern should always be shared.

Where a child is believed to be at immediate risk of significant harm, staff should contact the Police by dialling **999** and inform the DSL as soon as it is safe to do so.

Please see Annex A for key safeguarding contacts within Storyy Education.

Roles and Responsibilities

Safeguarding is everyone's responsibility. Every adult working for or on behalf of Storyy Education has a duty to safeguard and promote the welfare of children and young people. Whilst specific safeguarding responsibilities sit with designated members of staff, creating and maintaining a safe environment is the responsibility of every individual within the organisation.

Everyone working within Storyy Education should recognise that safeguarding extends beyond responding to concerns of abuse. It includes promoting children's welfare, supporting positive emotional wellbeing, identifying emerging risks at the earliest opportunity and creating an environment where children feel safe, respected and able to achieve their potential.

Staff should always adopt the mindset that "**it could happen here**", remaining professionally curious and recognising that concerns may present through changes in behaviour, attendance, appearance, emotional wellbeing, online activity or relationships.

All safeguarding decisions should be child-centred, evidence-based and proportionate, ensuring that the welfare of the child remains the paramount consideration.

Responsibilities of All Staff

Every member of staff, regardless of role or seniority, has an individual responsibility to safeguard children and promote their welfare.

All staff are expected to:

- Maintain the welfare of children as their primary consideration in all decisions.
- Read and understand Part One (or Annex A where appropriate) of **Keeping Children Safe in Education (KCSIE)** and complete all mandatory safeguarding training.
- Know who the Head of Safeguarding, Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are and understand how concerns are reported.

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- Recognise the signs and indicators of abuse, neglect, exploitation and emerging safeguarding risks.
- Listen to children, take their concerns seriously and act immediately where concerns arise.
- Report all safeguarding concerns promptly using Storyy Education's safeguarding reporting procedures and CPOMS.
- Maintain accurate, factual and timely safeguarding records.
- Maintain professional boundaries and adhere to the Staff Code of Conduct.
- Challenge poor practice where appropriate and escalate concerns where they believe children remain at risk.
- Promote positive relationships, inclusion and emotional wellbeing.
- Contribute to a positive safeguarding culture where children feel safe to speak openly.

Staff should never assume that someone else has reported a concern. If they have concerns about a child's welfare, they remain personally responsible for ensuring that appropriate action has been taken.

Responsibilities of the Head of Safeguarding (Designated Safeguarding Lead (DSL))

The Designated Safeguarding Lead (DSL) has overall responsibility for leading safeguarding and child protection arrangements across Storyy Education.

The DSL has the appropriate status, authority, training and resources to carry out this role effectively and is supported by a team of trained Deputy Designated Safeguarding Leads to ensure safeguarding support is always available.

The DSL is responsible for:

- Providing strategic leadership for safeguarding across Storyy Education.
- Read and understand Keeping Children Safe in Education (KCSIE) and complete all mandatory safeguarding training.
- Ensuring safeguarding remains central to all organisational decision-making.
- Acting as the first point of contact for safeguarding concerns.
- Receiving, reviewing and responding to safeguarding referrals.
- Determining appropriate safeguarding thresholds and making referrals to Children's Social Care, the Police, Channel or other agencies where required.
- Working collaboratively with schools, families, local authorities and partner agencies.
- Providing safeguarding advice and guidance to staff.
- Ensuring safeguarding records are accurate, factual, confidential and securely maintained.
- Overseeing the quality of safeguarding practice through regular audits and quality assurance.
- Ensuring safeguarding training remains current and reflects national and local priorities.

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- Monitoring safeguarding trends, identifying emerging risks and implementing appropriate preventative strategies.
- Leading safeguarding reviews following serious incidents and embedding organisational learning.

The DSL also has strategic responsibility for ensuring that safeguarding arrangements remain compliant with statutory guidance, including Keeping Children Safe in Education, Working Together to Safeguard Children and local safeguarding partnership procedures.

Responsibilities of Deputy Designated Safeguarding Leads

Deputy Designated Safeguarding Leads are trained to the same standard as the DSL and provide safeguarding leadership across Storyy Education.

Deputy DSLs support the DSL in managing safeguarding concerns, maintaining safeguarding records, attending multi-agency meetings and providing advice to staff.

In the absence of the DSL, a Deputy DSL will assume full safeguarding responsibility and carry out all functions of the role.

Deputy DSLs contribute to maintaining a consistent safeguarding culture across all Storyy Education provisions and ensure safeguarding support remains accessible throughout operational hours.

Responsibilities of Directors and Senior Leaders

The Directors and Senior Leadership Team have overall accountability for ensuring that Storyy Education fulfils its statutory safeguarding responsibilities.

They are responsible for ensuring:

- Read and understand Keeping Children Safe in Education (KCSIE) and complete all mandatory safeguarding training
- Safeguarding remains a strategic priority across the organisation.
- Appropriate safeguarding policies and procedures are implemented and regularly reviewed.
- Adequate staffing, training and resources are available to support effective safeguarding practice.
- The DSL has sufficient authority, capacity and time to fulfil their responsibilities.
- Robust quality assurance arrangements are in place to monitor safeguarding effectiveness.
- Appropriate filtering and monitoring systems are implemented across organisational IT systems.
- Safer recruitment procedures are consistently followed.
- Safeguarding learning is embedded following audits, inspections, incidents or safeguarding reviews.
- Staff receive appropriate supervision, safeguarding updates and continuous professional development.

Directors will receive regular safeguarding reports to enable them to evaluate the effectiveness of safeguarding arrangements and ensure continuous improvement across Storyy Education.

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Safeguarding Culture

Safeguarding is embedded within every aspect of life at Storyy Education and underpins every decision we make. We recognise that effective safeguarding is far more than responding to child protection concerns; it is about creating an environment where children and young people feel physically safe, emotionally secure, valued and respected. Every member of staff contributes to this culture through the relationships they build, the decisions they make and their commitment to putting the child's welfare at the centre of everything they do.

Many of the children and young people attending Storyy Education have experienced disrupted education, trauma, adverse childhood experiences, social disadvantage or significant emotional and mental health difficulties. We understand that these experiences may affect how children communicate, regulate their emotions and engage with education. As a result, our safeguarding approach is underpinned by trauma-informed and therapeutic practice, recognising that behaviour is often a form of communication rather than simply a behaviour to be managed.

We are committed to creating an environment where children know they will be listened to, believed and supported. Staff are encouraged to build positive, trusting relationships with students, recognising that children are far more likely to disclose concerns when they feel safe and understood. Every interaction with a child is viewed as an opportunity to safeguard, promote wellbeing and strengthen protective relationships.

Safeguarding at Storyy Education is everyone's responsibility. Regardless of role or seniority, every member of staff has a duty to remain vigilant, recognise emerging concerns and take timely action where required. We actively promote a culture of openness where staff feel confident to seek advice, challenge poor practice and escalate concerns without hesitation.

Our safeguarding arrangements are strengthened through effective partnership working with parents, schools, local authorities and external professionals. We recognise that safeguarding is most effective when agencies work collaboratively, share information appropriately and maintain a shared focus on achieving the best possible outcomes for children and young people.

Professional Curiosity and Child-Centred Practice

At Storyy Education we recognise that safeguarding concerns rarely present in isolation. A child's behaviour, attendance, emotional wellbeing, presentation or relationships may all provide indicators that additional support or intervention is required. Staff are therefore expected to remain professionally curious at all times, considering the wider context of a child's experiences rather than viewing incidents in isolation.

Professional curiosity means asking respectful questions, listening carefully, observing patterns and remaining open-minded about what may be influencing a child's behaviour or presentation. Staff should avoid making assumptions or accepting explanations without appropriate consideration, particularly where there are repeated concerns or changes in behaviour that cannot easily be explained.

Our staff understand that many children attending Alternative Provision have experienced trauma or adversity. We therefore seek to understand what may have happened to a child rather than focusing solely on their behaviour. This approach enables us to provide appropriate support while ensuring that safeguarding concerns are recognised and acted upon at the earliest opportunity.

Every safeguarding decision made within Storyy Education is child-centred. The wishes, feelings and lived experiences of the child are carefully considered alongside professional judgement and

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statutory guidance. Whilst we work closely with parents and partner agencies, the welfare of the child will always remain our paramount consideration.

Staff are encouraged to adopt the safeguarding principle of **"It could happen here."** If something does not feel right, it should always be shared with the Designated Safeguarding Lead so that appropriate advice, support and intervention can be considered.

Recognising Abuse, Neglect and Exploitation

All staff at Storyy Education have a responsibility to remain alert to the signs and indicators of abuse, neglect and exploitation. Whilst some children may clearly disclose that they are experiencing harm, many will communicate this through changes in their behaviour, presentation, emotional wellbeing or attendance. It is therefore essential that staff remain observant, professionally curious and responsive to any concerns, however small they may initially appear.

We recognise that safeguarding concerns rarely present in isolation. Children who are experiencing abuse or neglect may display a range of behaviours that could easily be misunderstood as poor behaviour, disengagement or emotional dysregulation. Our staff understand the importance of looking beyond the presenting behaviour to consider whether there may be an underlying safeguarding concern requiring further exploration.

Staff should never assume that another professional has already identified or reported concerns. Every concern should be considered individually and reported promptly to the Designated Safeguarding Lead (DSL) to allow appropriate assessment and decision-making.

Abuse can occur within the family, within institutions, within peer relationships or online. It may be perpetrated by adults or by other children and can occur over a prolonged period or as a single incident. Storyy Education recognises that abuse can affect any child regardless of age, gender, ethnicity, disability, religion, sexual orientation or family circumstances

In accordance with *Keeping Children Safe in Education*, staff are trained to recognise the four main categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Whilst these categories provide a framework for recognising abuse, staff understand that many children experience multiple forms of abuse simultaneously and that safeguarding concerns often overlap with issues such as exploitation, domestic abuse, mental health difficulties and online harm.

Contextual Safeguarding

Storyy Education recognises that significant harm to children does not only occur within the family home. Children may also experience abuse, exploitation or harm within their peer groups, local communities or through their online activity.

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Many of the young people attending Alternative Provision spend increasing amounts of time outside traditional educational environments and online, which may expose them to additional safeguarding risks. We therefore adopt a contextual safeguarding approach, considering the wider environments in which children live, learn and socialise when assessing safeguarding concerns.

Contextual safeguarding recognises that the relationships, places and communities in which children spend time can all influence their safety and wellbeing. Staff are encouraged to consider whether external factors may be contributing to a child's presentation, behaviour or emotional wellbeing.

This may include concerns relating to:

- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Serious Violence
- Gang Association
- Harmful Peer Relationships
- Domestic Abuse
- Online Grooming
- Radicalisation
- Missing Episodes
- Unsafe Community Environments

Where contextual risks are identified, Storyy Education will work collaboratively with schools, families, local authorities and partner agencies to reduce risk and develop appropriate safeguarding plans.

Emerging Safeguarding Risks

Safeguarding risks continue to evolve, particularly through the increasing use of technology and social media. Storyy Education is committed to ensuring that our safeguarding practice reflects current and emerging national safeguarding priorities.

Staff receive regular safeguarding updates throughout the year to ensure they remain informed about new and developing risks affecting children and young people.

Emerging safeguarding concerns include, but are not limited to:

- Artificial Intelligence (AI) generated images and videos.
- Deepfake technology.
- Sextortion.
- Online coercion and manipulation.
- Cyberbullying.

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- Harmful online challenges.
- Image-based abuse.
- Cryptocurrency scams targeting young people.
- Online radicalisation.
- Misogynistic online influencers.
- Extremist content.
- Livestreaming risks.
- Gaming platform exploitation.
- Encrypted messaging applications.

Staff understand that these risks often overlap with wider safeguarding concerns and should be considered as part of the overall safeguarding assessment.

Online Safety

Technology plays a significant role in the lives of children and young people and provides many educational and social opportunities. However, it also presents safeguarding risks which require ongoing vigilance, education and appropriate monitoring.

At Storyy Education, online safety is recognised as an integral part of safeguarding rather than a separate area of responsibility. Our approach seeks to educate children about safe online behaviours whilst implementing appropriate systems to reduce risk.

Children are taught how to recognise unsafe online behaviour, manage their digital footprint, identify healthy and unhealthy online relationships, protect personal information and seek support if they experience online harm.

Staff remain alert to indicators that a child may be experiencing online abuse or exploitation. This may include changes in behaviour, anxiety surrounding devices, unexplained gifts, secretive online activity, or disclosures relating to inappropriate contact.

Storyy Education maintains appropriate filtering and monitoring systems across organisational devices and networks. These systems are regularly reviewed to ensure they remain effective and proportionate whilst supporting the educational needs of our students.

Any online safeguarding concerns will be managed in accordance with this policy and referred to external agencies where appropriate.

Artificial Intelligence and Digital Manipulation

Storyy Education recognises that advances in Artificial Intelligence (AI) present new safeguarding challenges for children and young people.

AI technologies can be used positively to support learning and creativity; however, they may also be misused to facilitate bullying, harassment, exploitation, misinformation or abuse. Staff therefore remain vigilant to the potential safeguarding implications of AI-generated content.

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Examples of AI-related safeguarding concerns include the creation of deepfake images or videos, AI-generated explicit imagery, impersonation of individuals, manipulation of online conversations, the creation of false evidence, and the misuse of generative AI to groom, exploit or coerce children.

Children are supported to develop critical thinking skills and digital resilience so they are better able to recognise manipulated content, question online information and report concerns when something does not appear genuine or makes them feel unsafe.

Where AI-generated material forms part of a safeguarding concern, it will be managed in the same way as any other safeguarding incident, with referrals made to appropriate agencies where required.

Mobile Phones and Personal Devices

Storyy Education is committed to providing a safe learning environment that minimises unnecessary distractions and reduces opportunities for online harm.

As a general principle, students are not permitted to use mobile phones or personal internet-enabled devices during the school day unless this has been specifically authorised for educational purposes or to support an identified medical need, as per our mobile phone policy.

This approach supports positive engagement, reduces the risk of cyberbullying, inappropriate photography, online conflict and unauthorised access to social media during the school day.

Staff are expected to model safe and professional use of technology at all times and must follow the Staff Code of Conduct and Acceptable Use Policy regarding personal devices, photography and communication with students.

Any concerns relating to inappropriate use of technology will be managed in accordance with the Behaviour Policy, Online Safety Policy and this Safeguarding Policy.

Responding to Safeguarding Concerns

Every member of staff at Storyy Education has a legal and professional responsibility to act immediately if they have any concern about the safety or welfare of a child or young person. Safeguarding concerns should never be ignored, delayed or dismissed, regardless of how minor they may initially appear. We recognise that early intervention is often the most effective way of preventing concerns from escalating and improving outcomes for children.

Concerns may arise from a direct disclosure made by a child, observations of their behaviour or presentation, information shared by parents or professionals, or through changes in attendance, emotional wellbeing or online activity. Staff are expected to remain professionally curious, recognising that safeguarding concerns often develop over time and may only become apparent when information is considered collectively.

Where a member of staff has any concern, they must report it to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) without delay. Staff should never assume that someone else has reported the concern or wait until further evidence becomes available before seeking advice.

If a child is believed to be at immediate risk of significant harm, staff must take appropriate emergency action, including contacting the Police on 999, before informing the DSL as soon as it is safe to do so.

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When responding to a safeguarding concern, staff should:

- Remain calm and provide reassurance where appropriate.
- Listen carefully and allow the child to speak freely.
- Take every concern seriously, regardless of who raises it.
- Avoid asking leading or investigative questions.
- Never promise confidentiality.
- Record concerns accurately using the child's own words wherever possible.
- Report concerns immediately to the DSL or DDSL.
- Continue to provide appropriate support to the child whilst maintaining professional boundaries.

Staff should always remember that safeguarding is everyone's responsibility and that no concern is too small to report.

Receiving a Disclosure

Children and young people may disclose abuse or neglect at any time and often choose to speak to an adult they trust. Disclosures are rarely planned and may occur during everyday conversations, activities or moments when a child feels safe enough to share their experiences.

The way an adult responds to a disclosure can have a significant impact on the child's willingness to continue sharing information. Staff should therefore respond with empathy, patience and professionalism, ensuring that the child feels listened to and believed.

Where a child makes a disclosure, staff should reassure them that they have done the right thing by speaking out and explain that the information will need to be shared with professionals who can help keep them safe. Children should never be promised confidentiality, as this may prevent appropriate safeguarding action from being taken.

Staff should always:

- Listen carefully without interrupting.
- Allow the child to explain in their own words.
- Reassure the child that they have done the right thing.
- Explain what will happen next in an age-appropriate way.
- Record the disclosure as soon as possible.
- Inform the DSL immediately.

Staff should never:

- Ask leading or investigative questions.
- Press the child for additional information.
- Make promises they cannot keep.
- Share personal opinions or judgements.
- Discuss the disclosure with anyone who does not need to know.
- Attempt to investigate the matter themselves.

Following any disclosure, a factual safeguarding record must be completed on CPOMS as soon as possible and always before the end of the working day unless immediate safeguarding action takes priority.

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Making Safeguarding Decisions and Referrals

The Designated Safeguarding Lead is responsible for considering all safeguarding concerns and determining the most appropriate course of action. Decisions will always be child-centred and based upon professional judgement, available evidence and the individual circumstances of the child.

Where appropriate, the DSL will work collaboratively with parents, schools and partner agencies to identify the most suitable level of intervention. This may include providing advice, initiating Early Help, completing risk assessments or making referrals to Children's Social Care, the Police or other specialist services.

We recognise that safeguarding decisions are rarely based upon a single incident. Instead, decisions should consider the wider context, previous concerns, professional observations and any known vulnerabilities.

When making safeguarding decisions, the DSL will consider:

- The nature and seriousness of the concern.
- The child's wishes and feelings.
- Previous safeguarding history.
- Attendance, behaviour and wellbeing.
- Contextual safeguarding risks.
- Any known family or environmental factors.
- The views of relevant professionals.
- Whether statutory thresholds have been met.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made to Children's Social Care immediately. Consent will not be sought where doing so may place a child at greater risk, compromise an investigation or delay necessary safeguarding action.

The DSL will maintain oversight of all referrals, ensuring appropriate follow-up, attendance at multi-agency meetings and ongoing review of safeguarding arrangements.

Information Sharing and Confidentiality

Effective safeguarding depends upon timely, appropriate and proportionate information sharing. Storyy Education recognises that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information where it is necessary to safeguard or promote the welfare of a child.

Our approach is underpinned by openness, transparency and professional judgement. Wherever possible, we will work collaboratively with children and their families, explaining why information is being shared and how it will be used. We believe that maintaining honest and respectful relationships encourages families to engage positively with support services.

However, there will be occasions where information must be shared without consent in order to protect a child or another individual from harm. In these circumstances, the welfare of the child will always take precedence.

When sharing information, staff will ensure that it is:

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- Necessary.
- Relevant.
- Accurate.
- Proportionate.
- Timely.
- Shared securely.
- Recorded appropriately.

Where information is shared without consent, the rationale for this decision will be clearly documented on CPOMS.

Staff should never promise confidentiality to a child if they believe information needs to be shared in order to keep them safe.

Safeguarding Records and Evidence-Based Practice

Accurate and timely safeguarding records are fundamental to protecting children effectively. Good quality recording supports professional decision-making, enables safeguarding concerns to be reviewed over time and provides an accurate chronology should statutory intervention become necessary.

Storyy Education uses CPOMS to record all safeguarding concerns relating to children and staff. Records must be completed as soon as possible after the concern arises and should always reflect factual observations rather than assumptions or personal opinion.

We recognise the increasing national emphasis on evidence-based safeguarding. Safeguarding decisions should be informed by clear evidence, professional curiosity and careful consideration of all available information. Staff are expected to record not only what has happened, but also the rationale for decisions made and actions taken.

Safeguarding records should include:

- Date and time of the concern.
- Location of the incident or disclosure.
- Factual observations.
- The child's own words wherever possible.
- Any immediate actions taken.
- Who the concern was reported to.
- Decisions made.
- Rationale for those decisions.
- Referrals made.
- Follow-up actions and outcomes.

Safeguarding records should always be:

- Accurate.
- Objective.
- Timely.
- Professional.
- Respectful.
- Confidential.

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- Evidence-based.

Records should clearly distinguish between factual information, professional opinion and information received from other individuals or agencies. This ensures transparency, supports multi-agency working and enables safeguarding decisions to be reviewed where necessary.

The Designated Safeguarding Lead will regularly review safeguarding records, identify emerging patterns or trends and ensure that safeguarding practice continues to improve through quality assurance, supervision and ongoing learning.

Child-on-Child Abuse

At Storyy Education, we recognise that children are capable of abusing other children and that these behaviours can occur both inside and outside of education, including online. Child-on-child abuse will never be dismissed as "banter", "part of growing up" or simply a disagreement between children. Every report will be taken seriously, investigated appropriately and managed through our safeguarding procedures.

We understand that both the child who has experienced harm and the child displaying harmful behaviour may require safeguarding support. Our response will always be child-centred, proportionate and focused on understanding the circumstances surrounding the incident whilst ensuring the safety and wellbeing of everyone involved.

Child-on-child abuse may take many forms, including:

- Physical abuse.
- Emotional abuse.
- Bullying, including discriminatory or prejudice-based bullying.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse or cyberbullying.
- Sharing indecent or sexual images.
- Initiation or hazing behaviours.
- Coercive or controlling behaviour.

Where concerns arise, the Designated Safeguarding Lead (DSL) will complete an individual risk assessment, consider the wishes and feelings of those involved, determine whether referrals to Children's Social Care or the Police are required, and ensure that appropriate support is provided.

Storyy Education adopts a **zero-tolerance approach** to all forms of abuse and discrimination.

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Storyy Education is committed to creating an environment where all children feel safe, respected and protected from sexual violence, sexual harassment and harmful sexual behaviour.

We recognise that children may not always understand that the behaviour they have experienced or displayed is abusive. Staff should therefore remain vigilant to changes in behaviour, emotional wellbeing or relationships that may indicate safeguarding concerns.

Reports of sexual violence or harassment will always be taken seriously and managed sensitively. We recognise the importance of protecting the child who has experienced harm whilst also considering the needs and risks presented by the child displaying harmful behaviour.

Our response will always include:

- Listening carefully to the child.
- Providing immediate support and reassurance.
- Completing a factual safeguarding record.
- Informing the DSL immediately.
- Considering referrals to Children's Social Care and/or the Police.
- Completing appropriate safety and risk assessments.
- Working collaboratively with parents and partner agencies where appropriate.
- Providing ongoing emotional support for all children involved.

Parents and carers will usually be informed unless doing so would increase the risk to a child or compromise safeguarding enquiries.

Serious Violence, Misogyny and Violence Against Women and Girls (VAWG)

Storyy Education recognises the increasing national concern surrounding serious youth violence, misogyny and violence against women and girls (VAWG). We are committed to educating children and young people about healthy relationships, respect, equality and personal responsibility whilst challenging attitudes or behaviours that may place themselves or others at risk.

We recognise that harmful attitudes towards women and girls can be influenced by social media, online personalities, peer groups and wider societal influences. Left unchallenged, these attitudes may contribute to abusive behaviour, coercive control or sexual violence.

Our curriculum and pastoral approach actively promote:

- Respectful relationships.
- Equality and inclusion.
- Consent and personal boundaries.
- Healthy masculinity.
- Challenging stereotypes.

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- Empathy and emotional regulation.
- Responsible use of social media.

Staff remain alert to indicators that a child may be vulnerable to involvement in serious violence, criminal exploitation or harmful peer groups. These indicators may include changes in behaviour, repeated missing episodes, unexplained injuries, possession of weapons, unexplained money or increased association with older individuals.

Where concerns arise, safeguarding referrals will be considered in partnership with statutory agencies.

Gender Questioning Children

Storyy Education is committed to providing a safe, respectful and inclusive environment where every child is treated with dignity and compassion. We recognise that some children may question their gender identity and that this can be a complex and sensitive experience requiring careful, individual consideration.

Our approach is always child-centred, with safeguarding remaining the paramount consideration. Every student will be supported according to their individual needs, circumstances and best interests, taking account of their age, understanding, emotional wellbeing and any additional vulnerabilities.

We recognise that gender questioning children may be at increased risk of bullying, discrimination, social isolation, poor mental health or online harm. Staff should remain alert to these risks and ensure concerns are reported promptly to the Designated Safeguarding Lead.

Support will be considered on an individual basis and may include:

- A trusted member of staff.
- Pastoral or wellbeing support.
- Risk assessments where appropriate.
- Multi-agency working with schools, parents, carers and health professionals.
- Measures to promote safety, inclusion and emotional wellbeing.

Parents and carers will normally be involved in decisions affecting their child unless there is reason to believe this would place the child at risk of significant harm. Decisions will always be evidence-based, regularly reviewed and made in accordance with current legislation, statutory guidance and the child's best interests.

Storyy Education will not tolerate discrimination, bullying or harassment relating to gender identity, gender expression or any other protected characteristic. All children have the right to feel safe, respected and valued within our provision.

Mental Health, Emotional Wellbeing and Trauma-Informed Practice

Storyy Education recognises the close relationship between students mental health, emotional wellbeing and safeguarding. Many of the children and young people attending our provision have experienced trauma, adverse childhood experiences (ACEs), disrupted education, abuse, neglect or

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family difficulties that may affect their emotional wellbeing, behaviour and ability to engage in learning.

Whilst mental health concerns do not necessarily indicate abuse or neglect, they may increase a child's vulnerability or be an indicator that additional safeguarding support is required. We are committed to promoting positive emotional wellbeing through early identification, therapeutic relationships, trauma-informed practice and effective partnership working.

Rather than asking *"What is wrong with this child?"*, our approach seeks to understand *"What has happened to this child?"* We recognise that behaviour is often a form of communication and that children require compassionate, consistent and relational support.

Staff should remain alert to indicators that a child may require additional support, including:

- Persistent anxiety or low mood.
- Emotional dysregulation or withdrawal.
- Emotionally Based School Avoidance (EBSA).
- Self-harm or suicidal thoughts.
- Significant changes in behaviour or presentation.
- Eating difficulties or substance misuse.
- Increased risk-taking behaviour.
- Loss of interest in activities or relationships.

Any concerns regarding a child's mental health should be reported to the Designated Safeguarding Lead (DSL) without delay and recorded on CPOMS in line with our Mental Health policy. Where appropriate, the DSL will work collaboratively with parents, schools, CAMHS and other professionals to ensure children receive appropriate support.

Preventing Radicalisation and Extremism (Prevent Duty)

Storyy Education fully recognises its responsibilities under the **Prevent Duty** and is committed to safeguarding children from radicalisation, extremism and terrorism.

We recognise that radicalisation is a safeguarding issue and that children can become vulnerable to extremist influences from a wide range of sources, including online content, social media, peer groups or individuals seeking to exploit vulnerabilities.

Staff receive regular Prevent training and understand that radicalisation should be considered alongside other safeguarding concerns. Indicators may include sudden changes in behaviour, isolation, intolerance towards others, fixation on extremist material or expressions of extremist views.

Where concerns arise, the Designated Safeguarding Lead will assess the available information and, where appropriate, seek advice from the Local Authority Prevent Team or make a referral to the Channel Programme, in line with our Prevent policy.

Storyy Education promotes British Values through our curriculum and wider provision, encouraging children to develop respect, tolerance, critical thinking and resilience to extremist narratives.

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Online Safety and Emerging Technology

Technology is an integral part of children's lives and provides many educational and social opportunities. However, it also presents significant safeguarding risks which continue to evolve.

At Storyy Education, online safety is recognised as an integral part of safeguarding and is embedded throughout our curriculum, pastoral support and daily practice.

Children are supported to develop the knowledge and skills needed to use technology safely, responsibly and respectfully. Staff understand that safeguarding concerns may arise through online activity and remain alert to changes in behaviour or presentation that may indicate online harm.

Current online safeguarding risks include:

- Cyberbullying.
- Online grooming.
- Sextortion.
- Image-based abuse.
- Sharing indecent images.
- Online coercion.
- Fraud and scams.
- Gaming platform exploitation.
- Livestreaming.
- Artificial Intelligence (AI) generated content.
- Deepfake images and videos.
- Exposure to extremist or harmful content.

Storyy Education maintains effective filtering and monitoring systems across organisational devices and networks. These systems are reviewed regularly to ensure they remain appropriate, proportionate and effective.

Any concerns relating to online safety will be managed in accordance with this policy and our Online Safety policy and referred to external agencies where necessary.

Artificial Intelligence (AI) and Emerging Safeguarding Risks

Storyy Education recognises that advances in Artificial Intelligence (AI) present new opportunities but also introduce emerging safeguarding risks that require ongoing vigilance.

AI technologies may be used positively to enhance learning; however, they may also facilitate bullying, exploitation, manipulation, fraud and abuse. Staff therefore receive regular updates regarding emerging AI-related safeguarding concerns.

Examples of AI-related safeguarding risks include:

- Deepfake images or videos.

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- AI-generated explicit imagery.
- Impersonation of staff or students.
- AI-assisted grooming.
- Manipulated evidence.
- AI-generated misinformation.
- Image editing used for bullying or harassment.
- Misuse of generative AI to exploit or coerce children.

Children are encouraged to think critically about digital content, question information they encounter online and seek support if something makes them feel uncomfortable or unsafe.

Any safeguarding concerns involving Artificial Intelligence will be managed in the same way as any other safeguarding concern, with appropriate referrals made where necessary.

Attendance, Children Missing Education and Safeguarding

Storyy Education recognises that attendance is a safeguarding issue. We understand that poor attendance, persistent absence or children missing education may be indicators that a child is experiencing abuse, neglect, exploitation, emotional distress or other safeguarding concerns. Every absence will therefore be viewed through a safeguarding lens rather than solely as an attendance matter.

As an Alternative Provision, we work closely with commissioning schools and local authorities to ensure that children continue to receive appropriate education whilst safeguarding arrangements remain robust. We recognise that the child's named school retains overall responsibility for safeguarding and educational oversight; however, Storyy Education has a shared responsibility to identify concerns promptly and communicate these effectively.

Where attendance concerns arise, staff will consider the wider context and seek to understand the reasons behind a child's absence before making assumptions. We recognise that emotionally based school avoidance, mental health difficulties, family circumstances or exploitation may all contribute to reduced attendance.

Where appropriate, the Designated Safeguarding Lead (DSL) will work collaboratively with schools, parents, carers and partner agencies in line with our Attendance policy to develop supportive plans that promote attendance whilst addressing any safeguarding concerns.

Staff should remain alert to:

- Persistent or unexplained absence.
- Frequent late arrival or early collection.
- Patterns of absence linked to specific days or lessons.
- Repeated illness without medical evidence.
- Children who cannot be contacted.
- Concerns raised during home visits or welfare checks.

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- Changes in behaviour following periods of absence.

Where a child cannot be located or there are immediate concerns regarding their safety, appropriate safeguarding procedures will be followed without delay.

Children Looked After, Previously Looked After and Children with a Social Worker

Storyy Education recognises that Children Looked After, Previously Looked After Children and children who have, or have previously had, a Social Worker often experience additional vulnerabilities and may require enhanced safeguarding support.

Many of these children have experienced trauma, instability, disrupted education or adverse childhood experiences that may affect their emotional wellbeing, relationships and engagement with learning. We are committed to providing a nurturing, consistent and trauma-informed environment that promotes stability, belonging and positive outcomes.

Where a child is looked after or supported by Children's Social Care, Storyy Education will work closely with the child's commissioning school, social worker, carers, Virtual School Head and other professionals to ensure support is coordinated and responsive to the child's needs.

Staff should remain mindful that these children may:

- Experience attachment difficulties.
- Be more vulnerable to exploitation.
- Have unmet emotional or mental health needs.
- Require additional educational support.
- Need consistent, trusted relationships with adults.

Safeguarding plans will be regularly reviewed to ensure they remain effective and responsive to the child's changing circumstances.

Physical Intervention, Positive Handling and Restrictive Practice

Storyy Education is committed to creating a calm, safe and therapeutic environment where behaviour is managed through positive relationships, restorative approaches and de-escalation strategies.

We recognise that many children attending our provision have experienced trauma and that restrictive interventions should always be viewed as a last resort.

Staff are trained to recognise the early signs of emotional dysregulation and to use preventative and de-escalation strategies to reduce the likelihood of incidents escalating.

Physical intervention will only ever be used where it is lawful, reasonable, proportionate and absolutely necessary to prevent, and in line with our Storyy Education Physical Intervention Policy.

Equality, Diversity and Inclusion

Storyy Education is committed to creating an inclusive environment where every child feels safe, respected and valued regardless of their age, disability, race, ethnicity, religion or belief, sex, sexual orientation, gender identity, family circumstances or any other protected characteristic.

We recognise that discrimination, prejudice and bullying can have a significant impact on children's wellbeing and may increase safeguarding risks. We therefore promote equality, celebrate diversity and actively challenge discriminatory language, attitudes and behaviours whenever they occur.

Our curriculum, policies and daily practice encourage children to develop empathy, respect and an understanding of difference, helping to prepare them for life in modern Britain.

Any incidents of discriminatory behaviour will be taken seriously, recorded appropriately and managed in accordance with the Behaviour Policy and Safeguarding Policy.

Safer Recruitment and Safer Working Practice

Storyy Education is committed to ensuring that all adults working with children are suitable to do so and understand their safeguarding responsibilities. Robust safer recruitment procedures form a key part of our safeguarding arrangements and help minimise the risk of unsuitable individuals gaining access to children.

Recruitment processes are carried out in accordance with statutory guidance and in line with Storyy Education's Safer Recruitment policy and include appropriate identity verification, right to work checks, references, employment history checks, qualifications, Disclosure and Barring Service (DBS) checks and prohibition checks where applicable.

We recognise that safeguarding extends beyond recruitment. All staff are expected to maintain high standards of professional conduct and understand their ongoing responsibility to safeguard children.

Allegations Against Staff and Low-Level Concerns

Storyy Education recognises the importance of creating a culture where concerns about adults working with children are identified, reported and managed appropriately. Maintaining professional boundaries protects both children and staff and supports a transparent safeguarding culture.

All allegations and concerns relating to staff, volunteers, agency workers or contractors will be managed fairly, consistently and in accordance with statutory guidance and Storyy Education Managing Allegations policy. This includes concerns arising within or outside of the workplace where an individual's behaviour may indicate that they are unsuitable to work with children.

Low-level concerns are an important part of maintaining a safe culture. Whilst they may not meet the threshold for referral to the Local Authority Designated Officer (LADO), they may identify patterns of behaviour that require further consideration or support.

All low-level concerns should be reported to the Managing Director or appropriate senior leader and will be recorded, reviewed and managed proportionately as per our Storyy Education Low Level Concerns policy.

Whistleblowing

Storyy Education encourages all staff to raise concerns where they believe that safeguarding practice, behaviour or organisational culture may place children at risk, following our Storyy Education Whistleblowing policy.

We recognise that safeguarding is strengthened when staff feel able to challenge poor practice and report concerns openly. Every member of staff has a professional responsibility to act where they believe that safeguarding arrangements are not being followed or where concerns have not been addressed appropriately.

Filtering, Monitoring and Online Safety Systems

Storyy Education recognises that technology plays a significant role in children's education, communication and social development. Whilst digital technology provides many benefits, it also presents safeguarding risks that require effective management.

We are committed to maintaining appropriate filtering and monitoring systems across our IT network to reduce the risk of children accessing harmful or inappropriate material whilst supporting teaching and learning.

Filtering and monitoring arrangements are regularly reviewed to ensure they remain effective, proportionate and appropriate for the age and needs of the children accessing our provision. We recognise that no filtering system can eliminate every risk and that effective online safeguarding also relies upon staff vigilance, education and open communication.

The Designated Safeguarding Lead (DSL) works alongside senior leaders and IT providers to oversee the effectiveness of filtering and monitoring arrangements and ensure that any safeguarding concerns identified through these systems are responded to appropriately.

Storyy Education will:

- Maintain appropriate filtering and monitoring systems.
- Regularly review the effectiveness of online safety measures.
- Ensure safeguarding concerns identified through monitoring are investigated.
- Teach children how to stay safe online through the curriculum.
- Provide regular staff training on emerging online risks, including Artificial Intelligence (AI), sextortion and online exploitation.
- Review online safety arrangements following any significant safeguarding incident.

Working in Partnership with Parents, Schools and Other Agencies

Safeguarding children is most effective when organisations work collaboratively. Storyy Education is committed to developing positive relationships with parents, carers, commissioning schools, local authorities and partner agencies to ensure that children receive coordinated and consistent support.

As an Alternative Provision, we recognise that safeguarding is a shared responsibility. While Storyy Education has a duty to safeguard and promote the welfare of every child during their placement, overall statutory responsibility for each child's education and safeguarding remains with the commissioning school or local authority responsible for the placement. We therefore work closely with commissioning schools to ensure safeguarding concerns, attendance issues, behavioural

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incidents and welfare information are shared promptly and accurately, enabling informed decision-making and coordinated support.

We recognise that many children attending Alternative Provision receive support from multiple professionals. Effective communication, information sharing and multi-agency working are therefore essential to ensuring safeguarding concerns are identified early, appropriately assessed and managed effectively.

Where appropriate, parents and carers will be involved in safeguarding decisions and kept informed of concerns affecting their child. However, there may be occasions where information cannot be shared if doing so would increase the risk of harm or compromise safeguarding enquiries.

Storyy Education works collaboratively with a range of agencies to safeguard children and promote their welfare, including:

- Commissioning schools and academies.
- Local Authorities.
- Children's Social Care.
- Local Authority Designated Officers (LADO).
- Police.
- CAMHS and Mental Health Support Teams.
- Educational Psychologists.
- Early Help services.
- Health professionals.
- Youth Justice Services.
- Virtual School Heads.
- Other specialist agencies where appropriate.

We recognise that effective safeguarding depends upon timely communication, professional challenge where necessary, and shared accountability between all agencies involved in a child's care. Our aim is to ensure that every child receives coordinated, consistent and child-centred support that promotes their safety, wellbeing and educational success.

Safeguarding Quality Assurance

Storyy Education is committed to continuously reviewing and improving safeguarding practice. We recognise that safeguarding is an evolving area of practice and that robust quality assurance helps ensure children continue to receive the highest standard of protection and support.

Safeguarding arrangements are regularly monitored through audits, supervision, staff feedback, safeguarding reviews and analysis of safeguarding data. This enables us to identify trends, evaluate the effectiveness of our procedures and respond proactively to emerging safeguarding risks.

Quality assurance activities include:

- Regular safeguarding audits.
- Review of CPOMS recording standards.
- Monitoring referral outcomes.
- Safeguarding supervision for DSLs.

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- Review of safeguarding incidents and lessons learned.
- Staff safeguarding questionnaires.
- Policy reviews following legislative changes.
- Learning from local and national safeguarding reviews.

Where improvements are identified, action plans will be developed and monitored by senior leaders to ensure safeguarding practice continues to evolve.

Safeguarding Training, Staff Understanding and Professional Development

Storyy Education is committed to ensuring that all staff have the knowledge, confidence and skills required to safeguard children effectively. Safeguarding is not viewed as a one-off training event but as an ongoing process of professional learning, reflection and continuous improvement. We recognise that effective safeguarding relies not only on staff attending training, but on their ability to confidently apply safeguarding knowledge in practice and make informed, child-centred decisions.

All staff receive safeguarding and child protection induction before working independently with children and complete regular safeguarding training appropriate to their role. Training is refreshed in line with statutory guidance and reflects current legislation, local safeguarding priorities and emerging national risks. This ensures staff remain confident in recognising safeguarding concerns, responding appropriately and understanding their individual responsibilities.

Our safeguarding training programme includes, but is not limited to:

- Keeping Children Safe in Education (KCSIE).
- Child protection procedures and referral pathways.
- Online safety, filtering and monitoring.
- Prevent Duty and radicalisation.
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).
- Child-on-child abuse and harmful sexual behaviour.
- Mental health, emotional wellbeing and trauma-informed practice.
- Domestic abuse and contextual safeguarding.
- Artificial Intelligence (AI), deepfakes, sextortion and emerging online risks.
- Professional curiosity, evidence-based safeguarding and effective safeguarding recording.

Safeguarding learning is embedded throughout the year through supervision, team meetings, safeguarding briefings, case discussions, newsletters and updates following changes to legislation or local safeguarding procedures. Staff are encouraged to reflect on safeguarding practice, share learning and seek advice whenever they are unsure.

Staff Understanding

Storyy Education is committed to ensuring that safeguarding training translates into confident and effective practice. Senior leaders and the Designated Safeguarding Lead (DSL) regularly evaluate staff understanding to ensure safeguarding responsibilities are consistently applied across the organisation.

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Staff understanding is monitored through:

- Safeguarding supervision and discussions.
- Observation of day-to-day practice.
- Quality of safeguarding records on CPOMS.
- Safeguarding audits and case reviews.
- Staff meetings and safeguarding briefings.
- Learning following safeguarding incidents or reviews.
- Feedback from children, families and partner agencies.
- Ongoing professional dialogue and reflective practice.

Where knowledge gaps or development needs are identified, additional training, coaching or support will be provided to ensure staff remain confident in carrying out their safeguarding responsibilities.

Storyy Education promotes a culture of continuous learning where safeguarding is regularly discussed, reflected upon and strengthened. We believe that safeguarding is most effective when staff feel supported, remain professionally curious and are confident to challenge concerns, seek advice and act in the best interests of every child.

Monitoring, Review and Continuous Improvement

Storyy Education is committed to maintaining the highest standards of safeguarding practice through ongoing monitoring, evaluation and continuous improvement.

Safeguarding arrangements are regularly reviewed to ensure they remain effective, compliant with current legislation and reflective of emerging safeguarding risks. The Designated Safeguarding Lead and Senior Leadership Team monitor safeguarding practice through audits, supervision, analysis of safeguarding data and feedback from children, families, staff and partner agencies.

This policy will be formally reviewed at least annually, or sooner where there are significant changes to legislation, statutory guidance or organisational practice.

Reviews will consider:

- Updates to Keeping Children Safe in Education (KCSIE).
- Changes to Working Together to Safeguard Children.
- Findings from safeguarding audits.
- Learning from safeguarding incidents and serious case reviews.
- Local safeguarding partnership guidance.
- Ofsted recommendations.
- Feedback from staff, children and partner agencies.

Where improvements are identified, action plans will be implemented and monitored to ensure safeguarding practice continues to evolve and reflects current best practice.

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Storyy Education believes that safeguarding is a shared responsibility and that protecting children requires continuous reflection, professional curiosity and a commitment to learning. Through strong leadership, effective partnership working and a culture where every child is listened to and valued, we strive to ensure that all children are safe, supported and able to achieve their full potential.

Conclusion

Safeguarding is central to everything we do at Storyy Education. We believe that every child has the right to feel safe, respected, valued and supported to achieve their potential. Through strong relationships, effective partnership working and a culture of vigilance, professional curiosity and continuous improvement, we strive to create an environment where children can thrive both academically and personally.

Every member of staff has an important role to play in safeguarding children. By working together, listening to children's voices and responding promptly to concerns, we can make a positive and lasting difference to the lives of the young people we support.

Appendices

Annex A- Key contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Natalie Lee	07901137379 Natalie.lee@storyy.group
Deputy Designated Safeguarding Lead (DDSL)	Charlotte Linsell Jimmy Jackson Charlie Turner Martin Wiggins Kelly Eddy Rebecca Freeman Louise Sullivan	Charlotte.linsell@storyy.group Jimmy.jackson@storyy.group Charlie.turner@storyy.group Martin.wiggins@storyy.group Kelly.eddy@storyy.group Rebecca.freeman@storyy.group Louise.sullivan@storyy.group
Members of staff who have also received the Designated Person training.	Brian Murphy Charlotte Linsell	Brian.murphy@storyy.group Natalie.lee@storyy.group Charlotte.linsell@storyy.group
The Designated Teacher (DT) for Children Looked After	Natalie Lee	07901137379 Natalie.lee@storyy.group
Local Authority Designated Officer (LADO)	Bracknell - Alison Small	lado@bracknell-forest.gov.uk 01344 351572
	Wokingham – Michelle Pinnock-Ouma	LADO@wokingham.gov.uk 07801664588
	Reading- Michelle Pinnock-Ouma	LADO@wokingham.gov.uk 07801664588
	Hampshire	Online form Allegations against adults in the children's workforce Children and Families Hampshire County Council sent to LADO@hants.gov.uk
	Surrey	03001231650
	Wiltshire	LADO@wiltshire.gov.uk 0300 456 0108
	Milton Keynes	lado@milton-keynes.gov.uk 01908 254307
	West Northamptonshire Council- Andy Smith	https://forms.westnorthants.gov.uk/xfp/form/779 LADOConsultations@NCTrust.co.uk 07850854309
	Buckinghamshire	secure-lado@buckinghamshire.gov.uk 01296 382070

	Royal Borough Windsor & Maidenhead	LADO@achievingforchildren.org.uk 07774332675
	West Berks- Michelle Pinnock-Ouma	LADO@wokingham.gov.uk 07801664588
Children's Social Care – for reporting concerns	Bracknell	mash@bracknell-forest.gov.uk 01344 352005 Emergency Duty Service – after hours, weekends and public holidays-01344 351999
	Wokingham	triage@wokingham.gov.uk 01189088002
	Reading	Online via CSPoA Postcode Validation - Brighter Futures For Children 01189373641
	Hampshire	Online via Inter Agency Referral Form 03005551384 03005551373 (out of hours)
	Surrey	Request for Support Form - Surrey Safeguarding Children Partnership – form to be emailed to cspa@surreycc.gov.uk 03004709100
	Wiltshire	integratedfrontdoor@wiltshire.gov.uk 0300 4560108 Out of hours: ChildrenOOH@wiltshire.gov.uk 0300 4560100
	Milton Keynes	https://mycouncil.milton-keynes.gov.uk/service/Multi_Agency_Referral_Form_MARF email children@milton-keynes.gov.uk 01908 253169 or 253170
	West Northamptonshire	https://forms.westnorthants.gov.uk/xfp/form/779 03001267000
	Buckinghamshire	secure-cypfirstresponse@buckinghamshire.gov.uk 01296 383962
	Royal Borough Windsor & Maidenhead	Online via- https://afc-self.achieveservice.com/service/SPA_MASH_Referral_RBWM

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		or email- MASH@achievingforchildren.org.uk
	West Berks	child@westberks.gov.uk 01635 503090
Prevent	Parents' Booklet (educateagainsthate.com) ACT Early Prevent radicalisation 0800 011 3764 Channel helpline 020 7340 7264	preventreferralsbracknell@thamesvalley.pnn.police.uk https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0
Bracknell Forest Safeguarding Board (BFSB)		Bracknell Forest Safeguarding Board
Bracknell Forest Council Education Safeguarding Team		safeguarding.ourschools@bracknell-forest.gov.uk 01344 354078
Virtual School		virtual.school@bracknell-forest.gov.uk 01344 352777
Young Carers Service		Young.carers@bracknell-forest.gov.uk
Make Safe		makesafe@bracknell-forest.gov.uk 01344352020
Police		Emergency 999 Non-emergency 101
NSPCC Helpline		Call: 0808 800 5000 Email: help@NSPCC.org.uk

Annex B – Safeguarding Reporting Flowchart

You have a concern about the student.

Speak to the DSL.

You believe a child is suffering or likely to suffer harm, or in immediate danger.

Immediately discuss with the DSL/DDSL, if not available or concerns are imminent, refer to Children's Social Care/MASH and/or police by contacting them by phone

DSL reviews concern, including consulting the threshold guidance and makes a decision about next steps.

Decision made to monitor the concern and/or support internally.

Decision made to discuss the concern informally with the parents/carers and/or support internally such as completing the Early Assessment Framework/Young carer assessment.

Decision made to refer the concern to Early Help/Children's Social Care/MASH (and police if appropriate).

Monitor & Review

If concerns escalate, make a referral.

Record & Review

Throughout keep safeguarding records up to date and secure.

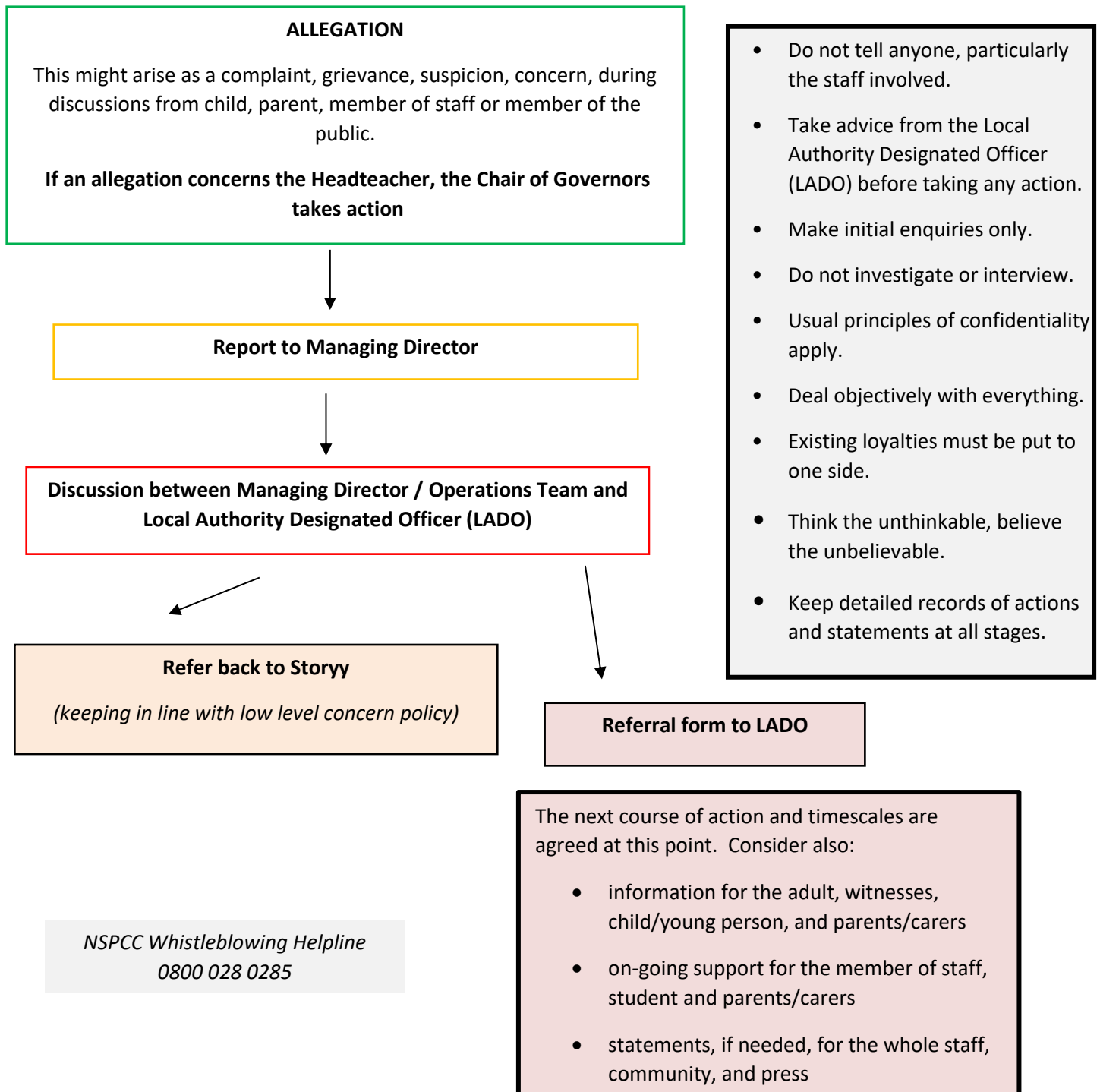
Review the student's welfare and re-refer if appropriate.

Children's Social Care/MASH outcome according to threshold guidance.

If no threshold met, Story to refer/access other support as appropriate.

Annex C- Procedure for managing safeguarding concerns and allegations made about staff and contractors.

All staff must know how to recognise an allegation and who to report to.



Appendix D- Categories and Indicators of Abuse

Definition of Abuse- Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm includes physical and non-physical ill-treatment, including the impact of witnessing the ill-treatment of others. This is particularly relevant in relation to children experiencing the effects of domestic abuse.

Children may be abused within their family, in institutional or community settings, by individuals known to them or, more rarely, by strangers. Abuse can occur in person, online, or through a combination of both. Technology is increasingly used to facilitate abuse, exploitation and coercion, including through social media, gaming platforms, Artificial Intelligence (AI), deepfake technology and other digital communication methods.

Children may be abused by one or more adults or by another child or young person.

Physical Abuse- Physical abuse involves deliberately causing physical harm to a child. This may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical injury. Physical abuse also includes situations where a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Children experiencing physical abuse may present with unexplained or recurring injuries, injuries that are inconsistent with the explanation given, fear of certain individuals, reluctance to return home, or changes in behaviour such as aggression, anxiety or withdrawal. Staff should always consider the wider context of any injuries or behavioural changes and report any concerns promptly.

Emotional Abuse- Emotional abuse is the persistent emotional maltreatment of a child that has a severe and adverse effect on their emotional development. It may involve making a child feel worthless, unloved or inadequate, imposing age or developmentally inappropriate expectations, preventing a child from expressing their views, ridiculing or silencing them, limiting opportunities for exploration or social interaction, or exposing them to the ill-treatment of others, including domestic abuse. Emotional abuse may also occur through persistent bullying, including cyberbullying, coercive or controlling behaviour, exploitation or manipulation. Whilst emotional abuse can occur on its own, some degree of emotional abuse is present in all forms of child maltreatment. Children experiencing emotional abuse may present with low self-esteem, anxiety, depression, emotional withdrawal, self-harm, suicidal thoughts, developmental delay or difficulties forming positive relationships.

Sexual Abuse- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not they fully understand what is happening. It may involve physical contact, including rape, assault by penetration, kissing, touching or masturbation, or non-contact activities such as exposing children to sexual material, encouraging sexually inappropriate behaviour, grooming or involving children in the creation or sharing of sexual images. Sexual abuse may occur both online and offline, with technology increasingly used to facilitate grooming, exploitation, image-based abuse, sextortion and coercion. Sexual abuse is not solely perpetrated by adult males; women and other children may also commit acts of sexual abuse. Children who have experienced sexual abuse may demonstrate inappropriate sexualised behaviour, become withdrawn or anxious, avoid particular individuals or places, receive unexplained gifts or money, or display significant changes in behaviour, emotional wellbeing or online activity.

Neglect- Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of their health or development. Neglect may begin during pregnancy, for example through maternal substance misuse, and may continue throughout childhood. It may involve failing to provide adequate food, clothing or shelter, protecting a child

from physical or emotional harm, ensuring appropriate supervision, providing access to medical or dental care, supporting a child's education or responding to their emotional needs. Children experiencing neglect may present with poor hygiene, persistent hunger, inappropriate clothing, untreated medical conditions, frequent tiredness, poor attendance, developmental delay or emotional withdrawal. Neglect often develops over time and staff should remain alert to patterns rather than isolated incidents.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity. Children may be exploited in exchange for something they need or perceive they need, such as affection, money, accommodation, food, alcohol, drugs or status, or through violence, threats and intimidation. Many children do not recognise themselves as victims of exploitation. Exploitation affects children of all genders and backgrounds and may include children who have been trafficked for the purpose of exploitation. Educational settings play a crucial role in identifying exploitation early, as changes in attendance, behaviour, emotional wellbeing, friendships, unexplained possessions, missing episodes or increased secrecy may all indicate that a child is being exploited.

Child-on-Child Abuse- Storyy Education recognises that children can abuse other children and that these behaviours can occur both inside and outside of education, including online. Child-on-child abuse will never be dismissed as banter, part of growing up or harmless behaviour. It can include bullying, including cyberbullying and prejudice-based bullying, abuse within intimate relationships, physical assault, sexual violence, sexual harassment, harmful sexual behaviour, coercion into sexual activity, sharing or threatening to share nude or semi-nude images, image-based abuse such as upskirting, and initiation or hazing behaviours. All reports of child-on-child abuse will be taken seriously, managed in accordance with the Safeguarding Policy and considered on an individual basis. Storyy Education recognises that both the child who has experienced harm and the child displaying harmful behaviour may require safeguarding support and intervention.

Emerging Safeguarding Risks- Safeguarding risks continue to evolve alongside changes in society and technology. Storyy Education recognises that children are increasingly exposed to online abuse and exploitation through social media, gaming platforms, messaging applications and emerging technologies. Staff should remain vigilant to risks including Artificial Intelligence (AI), deepfake technology, sextortion, online grooming, image-based abuse, online coercion, Child Criminal Exploitation, Child Sexual Exploitation, County Lines, harmful online influencers, misogyny, violence against women and girls, radicalisation, extremism and online fraud. We also recognise the close relationship between safeguarding and mental health, acknowledging that self-harm, suicidal ideation, emotionally based school avoidance (EBSA), anxiety and emotional dysregulation may be indicators that a child requires additional safeguarding support. Safeguarding concerns should always be viewed holistically, with staff considering the child's wider circumstances, lived experiences and vulnerabilities before determining the most appropriate course of action.

Appendix E – Key Legislation, Guidance and Resources

Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2025
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children (2023)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Working Together to Improve School Attendance (2024)
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- Behaviour in Schools: Advice for Headteachers and School Staff
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Alternative Provision
<https://www.gov.uk/government/collections/alternative-provision>
- Generative Artificial Intelligence (AI) in Education
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>
- Teaching Online Safety in Schools
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- Sharing Nudes and Semi-Nudes: Advice for Education Settings
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Supporting Pupils with Medical Conditions at School
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Promoting the Education of Looked-After and Previously Looked-After Children
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Statutory Framework for the Early Years Foundation Stage
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Safeguarding Guidance

- Information Sharing: Advice for Practitioners Providing Safeguarding Services
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- What to Do if You're Worried a Child is Being Abused
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Prevent Duty Guidance: England and Wales
<https://www.gov.uk/government/publications/prevent-duty-guidance>

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- Criminal Exploitation of Children and Vulnerable Adults: County Lines
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- Multi-Agency Statutory Guidance on Female Genital Mutilation
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Keeping Children Safe During Community Activities, After-School Clubs and Tuition
<https://www.gov.uk/government/publications/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition>
- Harmful Online Challenges and Online Hoaxes
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

Governance Guidance

- Maintained Schools Governance Guide
<https://www.gov.uk/guidance/maintained-schools-governance-guide>
- Academy Trust Governance Guide
<https://www.gov.uk/guidance/academy-trust-governance-guide>

Bracknell Forest Local Guidance

- Bracknell Forest Multi-Agency Safeguarding Partnership
<https://bracknellforestsafeguarding.org.uk/>
- Bracknell Forest Multi-Agency Safeguarding Procedures
<https://bracknellforestchildcare.proceduresonline.com/>
- Bracknell Forest Children's Threshold Guidance
<https://bracknellforestsafeguarding.org.uk/professionals/threshold-guidance/>
- Child Neglect Strategy
<https://bracknellforestsafeguarding.org.uk/>
- Alternative Provision Guidance
<https://www.bracknell-forest.gov.uk/schools-and-learning/alternative-provision>
- Young Carers
<https://www.bracknell-forest.gov.uk/health-and-social-care/care-and-support/support-carers-bracknell-forest/young-carers>
- Mental Wellbeing Support
<https://directory.bracknell-forest.gov.uk/>

Berkshire Safeguarding

- Berkshire Child Protection Procedures
<https://berks.proceduresonline.com/>

Professional Resources

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- NSPCC – Harmful Sexual Behaviour Framework
<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>
- Farrer & Co – Addressing Child-on-Child Abuse
<https://www.farrer.co.uk/globalassets/content-documents/addressing-child-on-child-abuse.pdf>
- Home Office – Serious Violence Strategy
<https://www.gov.uk/government/publications/serious-violence-strategy>