CHILD PROTECTION POLICY – KCSIE 2026 UPDATE

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Child Protection Policy

1.1 Introduction

Everyone who participates in Path 4 is entitled to do so in an enjoyable and safe environment. At Path 4 we have a moral and legal obligation to ensure that, when given responsibility for young people, staff, coaches, and volunteers provide them with the highest possible standard of care.

Safeguarding is defined for the purposes of this policy as:

- protecting children and adults at risk of harm from maltreatment, whether that is within or outside the home, including online.
- preventing impairment of the mental or physical health or development of children and adults at risk of harm.
- 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.

The purpose of our safeguarding policies is:

- to protect children, young people and vulnerable adults involved in Path4's services from harm.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to safeguarding.
- Our policies apply to anyone working for or on behalf of Path4, including senior leaders and the management committee, paid staff and volunteers.

Path 4 is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard children from harm and abuse. This means following procedures to protect children and report any concerns about their welfare to appropriate authorities.

The aim of the policy is to promote good practice, providing children and young people with appropriate safety/protection whilst in the care of Path 4 and to allow staff and

volunteers to make informed and confident responses to specific child protection issues.

A child/young person is defined as a person under the age of 18 (Children's Act 1989)

1.1 Policy Statement

Path 4 is committed to the following:

The welfare of the child is paramount.

All children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity should be able to participate in all our activities in a fun and safe environment.

Taking all reasonable steps to protect children from harm, discrimination, and degrading treatment and to respect their rights, wishes and feelings.

Providing help and support to meet the needs of children as soon as problems emerge.

All suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately.

All staff and volunteers will receive appropriate training in good practice and child protection procedures.

Working in partnership with parents and children is essential for the protection of children.

1.2 Monitor and review the policy and procedures.

The implementation of procedures should be regularly monitored and reviewed. The welfare officer should regularly report progress, challenges, difficulties, achievements gaps and areas where changes are required to the management committee.

The policy should be reviewed annually, or sooner where there is a major change in the organisation, safeguarding arrangements or relevant legislation/statutory guidance.

1.3. Legislation and statutory guidance.

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026) along with the Independent School Standards. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take

positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

Promoting Good Practice

2.1 Introduction

To provide children and young people with the best possible experience and opportunities in a safe and fun environment.

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees or participants in our activities to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child, as explained in section 4.

2.2 All staff will:

Keeping Children Safe in Education Read Part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE) 2026, in full and review the guidance at least annually. All staff, including staff who do not work directly with children, are expected to read Part 1.

Sign a declaration at the beginning of each academic year to confirm that they have read and understood KCSIE Part 1 and the school's safeguarding policy.

Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online). The proprietor ensures appropriate filtering and monitoring are in place and reviewed annually; roles/responsibilities are defined; leaders understand operation and escalation. We use the DfE filtering and monitoring standards and the 'Plan Technology for your School' self-assessment. Controls also apply to any generative AI tools used in education.

Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns All staff will be aware of:

Our systems that support safeguarding, including this child protection and safeguarding policy,

the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education.

The process for universal services and community-based Early Help and the targeted early help level of Family Help, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm

The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

The fact that children can be at risk of harm inside and outside of their home, at school and online

The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children Staff will also recognise prejudice-based harm, including racism, faith-based prejudice and other discriminatory behaviour, and understand its potential impact on welfare and willingness to seek help.

That a child and their family may be experiencing multiple needs at the same time
What to look for to identify children who need help or protection

3 Defining Child Abuse

3.1 Introduction

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, gender, race or ability.

It is recognized that certain groups of children are more vulnerable to safeguarding risks, these include: Pupils with special educational needs, disabilities or health issues

Pupils with a social worker.

Looked-after and previously looked-after children.

Pupils who are lesbian, gay, bisexual or gender questioning Pupils who frequently go missing from education, home or care.

Pupil who has experienced multiple suspensions or are at risk of permanent exclusion Pupils who have a parent in custody or are affected by parental offending

There are five areas of abuse: physical abuse, sexual abuse, emotional abuse, neglect and exploitation. The abuser may be a family member, someone the young person encounters in residential care or in the community, including sports and leisure activities. Any individual may abuse or neglect a young person directly or may be responsible for abuse because they fail to prevent another person harming the young person. Abuse can happen inside or outside the home or online.

Abuse in all of its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood.

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

Types of Abuse

Physical Abuse: where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, and drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

This category of abuse can also include when a parent/carer reports non- existent symptoms, or illness deliberately causes ill health in a young person they are looking after. This is called Munchausen's syndrome by proxy.

- Emotional Abuse: the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted, which may make the young person frightened or withdrawn. Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

Bullying may come from another young person or an adult. Bullying is defined as deliberate harm. Behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are three main types of bullying. It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating form the group), or sexual (e.g. unwanted physical contact or abusive comments).

Abuse may also include witnessing the ill treatment of others, such as domestic abuse.

- Neglect occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. Refusal to give love, affection and attention can also be a form of neglect.

- Sexual Abuse occurs when adults (male and female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

- Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity. This is a significant distinction where previously they may have been viewed as an offender instead of a victim.

3.2 Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.

An injury for which an explanation seems inconsistent

The young person describes what appears to be an abusive act involving them

Another young person or adult expresses concern about the welfare of a young person. Unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn, or displaying sudden outbursts of temper. inappropriate sexual awareness.

- Distrust of adults, particularly those whom a close relationship would normally be expected difficulty in making friends, being prevented from socialising with others,

displaying variations in eating patterns including overeating or loss of appetite losing weight for no apparent reason becoming increasingly dirty or unkempt

Signs of bullying include:

Behavioral changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go training or competitions an unexplained drop off in performance.

Physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching, and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes, a shortage of money or frequents loss of possessions.

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is NOT the responsibility of those working in Path 4 to decide that child abuse is occurring. It is their responsibility to report any concerns to the DSL.

4 Responding to Suspicions and Allegations

4.1 Introduction

It is not the responsibility of anyone working in Path 4 in a paid or unpaid capacity to decide

whether or not child abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities so that they can then make inquiries and take necessary action to protect the young person. This applies BOTH to allegations/suspicions of abuse occurring within Path 4 and to allegations/suspicions that abuse is taking place elsewhere.

This section explains how to respond to allegations/suspicions.

4.2 Receiving Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused, you should:

Stay calm so as not to frighten the young person.

Reassure the child that they are not to blame and that it was right to tell. Listen to the child, showing that you are taking them seriously.

Keep questions to a minimum so that there is a clear and accurate understanding of what has been said.

The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify.

Inform the child that you have to inform other people about what they have told you. Tell the child this is to help stop the abuse continuing.

The safety of the child is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern, and ensure they are made aware that this is a child protection issue.

Record all information.

Report the incident to the Designated Safeguarding Lead immediately.

We follow the now statutory 'Working together to improve school attendance (2024)'. Patterns of absence are treated as safeguarding concerns and CME notifications are made in line with statutory duties.

We continue to work with the VSH for looked-after and previously looked-after children. VSHs also have a non-statutory role in promoting the educational achievement of children in kinship care.

In all cases if you are not sure what to do you can get advice from The Multi Agency Safeguarding Hub (MASH Team) on the following Safeguarding referral numbers for Oldham:

Multi Agency Safeguarding Hub (children and Adults) 0161 770 7777

Emergency Team (out of hours) 0161 770 6936

After Care team (children 16 and over) 0161 770 6599

Local Authority Designated Officer (LADO) 0161 770 8870

Prevent 0161 770 4196

Forced Marriage Unit 020 7008 0151

4.3 Recording Information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions. Records must include a clear summary of the concern, how it was followed up and resolved, actions taken, decisions reached, the rationale for decisions and the outcome. Safeguarding information must be shared when necessary to protect a child; data protection law is not a barrier to appropriate safeguarding information sharing.

Information should include the following:

- The child's name, age and date of birth
- The child's home address and telephone number

- Whether or not the person making the report is expressing their concern or someone else's The nature of the allegation, including dates, times and any other relevant information.

A description of any visible bruising or injury, location, size etc. Also, any indirect signs, such as behavioral changes.

Details of witnesses to the incidents

- The child's account, if it can be given, of what has happened and how any bruising/injuries occurred.

Have the parents been contacted? If so, what has been said? Has anyone else been consulted? If so, record details

Has anyone been alleged to be the abuser? Record detail

4.4 Reporting the Concern

All suspicions and allegations MUST be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take.

Path 4 expects all staff members, including volunteers, to discuss any concerns they may have about the welfare of a child immediately with the safeguarding lead and subsequently to check that appropriate action has been taken

If the nominated safeguarding lead is not available, you should take responsibility and seek advice from the duty officer from your local MASH Team or the police. Telephone numbers can be found under section 4.2 or in your local directory.

Where there is a complaint against an employee or volunteer, there may be three types of investigation.

Criminal in which case the police are immediately involved.

Child protection in which case the social services (and possibly) the police will be involved Disciplinary or misconduct in which case Path4 will be involved.

As mentioned previously in this document the staff of Path4 are not child protection experts and it is not their responsibility to determine whether or not abuse has taken

place. All suspicions and allegations must be shared with professional agencies that are responsible for child protection.

Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

NB: If there is any doubt, you must report the incident: it may be just one of a series of other incidences which together cause concern.

Any suspicion that a child has been abused by an employee or a volunteer should be reported to Path 4 welfare officer who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

Path 4 will refer the matter to the MASH TEAM

The parent/carer of the child will be contacted as soon as possible following advice from the MASH TEAM.

The chairperson/Director of your organisation should be notified to decide who will deal with any media inquiries and implement any immediate disciplinary proceedings.

The Organisations welfare officer should also notify the relevant sport governing body.

if the Organisations welfare officer is the subject of the suspicion/allegation The report must be made to the appropriate Director/Manager who will refer the matter to the MASH TEAM Allegations of abuse are sometimes made sometime after the event. Where such an allegation is made, you should follow the same procedures and have the matter reported to the MASH TEAM. This is because other children in the sport or outside it may be at risk from the alleged abuser.

Anyone who has a previous conviction for offences related to abuse against children is automatically excluded from working with children.

4.5 Concerns outside the immediate Environment (e.g. a parent or carer) Report your concerns to the Path 4 safeguarding lead.

If the safeguarding lead is not available, the person being told or discovering the abuse should contact their local MASH TEAM or the police immediately.

MASH TEAM and the Path4 safeguarding lead will decide how to inform the parents/carers. Path4 safeguarding lead should also report the incident to the Governing Body. The Governing Body should ascertain whether or not the person/s involved in the incident play a role in the organisation and act accordingly. Maintain confidentiality on a need-to-know basis.

4.6 Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. This includes the following people:

The Organisations Welfare Officer The parents of the child The person making the allegation.

The MASH TEAM /police

The alleged abuser (and parents if the alleged abuser is a child)

Seek MASH TEAM advice on who should approach the alleged abuser.

All information should be stored in a secure place with limited access to designated people, in line with data protection laws. Safeguarding records must also be maintained so that the concern, actions taken, decisions, rationale and outcome can be understood. Information must be shared with relevant agencies where necessary to safeguard the child, in accordance with KCSIE 2026 and the statutory information-sharing framework.

4.7 Internal Inquiries and Suspension

Path 4 welfare officer will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries.

Irrespective of the findings of the MASH TEAM or police inquiries the Path 4 Disciplinary Committee will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases the Path 4 Disciplinary Committee must reach a decision based upon the available information which could suggest that on the balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

5 Recruiting and Selecting Personnel working with Children

5.1 Introduction

It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to paid staff and volunteers, both full and part-time. To ensure unsuitable people are prevented from working with children the following steps should be taken when recruiting.

5.2 Controlling Access to Children

All staff and volunteers should complete an application form. The application form will elicit.

information about the applicants' past and a self-disclosure about any criminal record. Consent should be obtained from the applicant to conduct DBS.

Two confidential references, including one regarding previous work with children, should be obtained. These references MUST be taken up and confirmed through telephone contact. Evidence of identity (passport or driving license with photo)

5.3 Interview and Induction

All employees and volunteers will be required to undertake an interview carried out to acceptable protocol and recommendations.

A check should be made that the application form has been completed in full, including sections on criminal records and self-disclosures.

Their qualifications should be substantiated.

The job requirements and responsibilities should be clarified.

- They should sign up to the organization's Code of Ethics and Conduct

Child Protection Procedures are explained, and training needs identified e.g., basic child protection awareness.

For all shortlisted candidates, an online search will be performed. Online searches will be undertaken as part of due diligence on shortlisted candidates, including consideration of publicly available safeguarding-related information, in line with KCSIE 2026.

5.4 Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

Analyze their own practice against what is deemed good practice, and to ensure their practice is likely to protect them from false allegations.

Recognise their responsibilities and report any concerns about suspected poor practice and/or abuse.

Respond to concerns expressed by a child. Work safely and effectively with children

Path 4 requires:

All staff and volunteers who have access to children undergo a DBS check. From 1 September 2026, Path4 will apply the revised definition of regulated activity. The previous supervision exemption has been removed; volunteering or unpaid teaching, training, instructing or supervising of children may constitute regulated activity where the frequency/period conditions are met. Appropriate DBS checks will be completed before regulated activity begins.

All employees, volunteers, coaches, welfare officers and team managers to undertake relevant child protection training or undertake a form of home study, to ensure their practice is exemplary and to facilitate the development of positive culture towards good practice and child protection.

All staff and volunteers to receive advisory information outlining good/bad practice and informing them what to do if they have concerns about the behaviour of an adult towards a young person. All coaches, teachers, trainee coaches, volunteers, pastoral staff, and leaders should have an up to date first aid qualification.

6. KCSIE 2026 – Key Safeguarding Updates

Path4 will also have regard to the 2026 statutory expectations concerning children with medical conditions, safeguarding in alternative provision, mobile phone arrangements, safe use of school premises and sport/physical activity where relevant to the setting.

Path4 will promote a whole-school approach to safeguarding and will take account of the additional safeguarding needs of children with SEND, children with a social worker, looked-after and previously looked-after children, young carers, children experiencing mental health difficulties, children at risk of exploitation, children who are frequently absent or missing, and children at risk of permanent exclusion.

Safer recruitment arrangements will reflect the removal of the supervision exemption from regulated activity from 1 September 2026. Path4 will ensure that appropriate DBS checks are completed for staff and volunteers where required, including where previously supervised activity now falls within regulated activity. Recruitment, online searches, references, identity checks, qualification checks and induction will be undertaken in accordance with KCSIE 2026.

Robust DSL cover arrangements will be maintained whenever the DSL is unavailable, including clear arrangements for receiving, monitoring and acting on safeguarding concerns without delay.

Where a child leaves Path4, the DSL will ensure the child protection file is transferred securely to the receiving setting as soon as possible and within the timescales in KCSIE 2026. The transfer should include a clear summary of current safeguarding concerns, relevant context and ongoing support needs, with confirmation of receipt.

Information sharing is a core safeguarding responsibility. Path4 will share information lawfully and proportionately where this is necessary to safeguard a child. Data protection legislation must not be treated as a barrier to appropriate safeguarding information sharing. Safeguarding records will be factual, secure and clear about concerns, actions, decisions, rationale and outcomes.

Where safeguarding concerns relate to mental health, including self-harm, suicidal ideation or eating disorders, staff will consider whether the concern has become a safeguarding matter and will involve the DSL and appropriate professionals. Safeguarding responses will remain child-centred and proportionate.

Path4 will maintain effective online filtering and monitoring. Reviews of filtering and monitoring will take place at least annually and will include checks that controls are operating effectively across relevant internet-connected devices and locations. The school will provide appropriate education and safeguards regarding generative AI, deepfakes, misinformation and other online risks.

Child-on-child abuse is a safeguarding issue for both the child harmed and the alleged perpetrator. Path4 will respond to harassment, violence, bullying, harmful sexual behaviour, sexual harassment, sexual violence, threats involving weapons and online abuse. Incidents involving nudes or semi-nudes require a safeguarding response, including where images are self-generated, digitally altered or generated using artificial intelligence.

Path4 recognises that safeguarding risks can overlap and may occur inside or outside the home, in the community, online and within education. Staff must remain alert to domestic abuse and teenage relationship abuse, coercive and controlling behaviour, stalking, financial exploitation, criminal and sexual exploitation, serious violence, county lines, modern slavery, radicalisation, misogyny, misandry, racism and other prejudice-based harm.

Early help terminology has been updated. Staff should understand universal services and community-based Early Help and the targeted early help level of Family Help, including when a referral to Family Help or statutory children's social care may be required.

All staff, including those who do not work directly with children, must read Part 1 of KCSIE 2026. The previous condensed staff guidance in Annex A has been withdrawn. Staff must understand the school's safeguarding systems, the role of the DSL and deputies, the child protection policy, behaviour and staff behaviour policies, online safety arrangements, attendance/absence safeguarding arrangements and procedures for reporting concerns.

Path4 has reviewed this Child Protection Policy against Keeping Children Safe in Education (KCSIE) 2026, which came into force on 1 September 2026. This policy must be read alongside KCSIE 2026, Working Together to Safeguard Children 2026, local safeguarding partnership arrangements and other relevant statutory guidance.

Declaration

On behalf of Path 4 we, the undersigned, will oversee the implementation of the Child Protection Policy and take all necessary steps to ensure it is adhered to.

Signed: M. Islam

(n.b. One of the signatories should be the Safeguarding Lead)

Alaur Rahman
Position: DSL Date: 15/09/2026
Signed
Alaur Rahman

Moinul Islam
Position: Deputy DSL
Date: 15/09/2026
Signed
Moinul Islam

To be reviewed annually. Next review September 2027 KCSIE 2026 has been incorporated into this review.