

Safeguarding Statement

The Flying High Partnership is committed to safeguarding and promoting the welfare of children within schools. It expects all staff and volunteers to share this commitment.

Together we believe that the child's welfare is always of paramount importance, and that all children have a right to be protected from abuse regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately in accordance with the School's Child Protection and Safeguarding Policy.

The Flying High Partnership recognises its responsibility to safeguard the welfare of all children by protecting them from abuse, neglect, exploitation, bullying, online harm and any form of maltreatment.

Every adult is expected to play their part in safeguarding our children. Each school supports this through safeguarding and child protection awareness training. All staff in our schools know the procedures that should be followed should they have any concerns about a child. All staff know where to go should they require further information, help and guidance.

The Flying High Partnership supports each school in the following ways:

- Fully adopting the most up to date Keeping Children Safe in Education (KCSIE) statutory guidance.
- Appointment of a Trust Designated Safeguarding Lead and safeguarding leadership structure to lead on school and central team level compliance and culture.
- An FHP Designated Safeguarding team who are all DSL trained to oversee school and central team safeguarding policy and practice.
- Provision of Local Authority-specific Safeguarding and Child Protection policies for schools to personalise and implement.
- Safeguarding audits conducted when a new school joins the partnership, when a new head takes up post, every two years for existing schools, or when requested.
- Deployment of a Safeguarding Leader to strengthen safeguarding provision and practice when requested.
- Support for governors to fulfil their statutory responsibilities.
- A Trustee with safeguarding expertise and specific responsibility for safeguarding, who liaises with the FHP Safeguarding Lead.
- A safeguarding-trained HR department.

The Flying High Partnership ensures that all its schools:

- Have a Safeguarding Team comprising at least a Designated Safeguarding Lead (DSL), Deputy DSL, and a designated governor for safeguarding.
- Have safeguarding arrangements designed to consider all possible safeguarding issues including Child Criminal Exploitation, Child Sexual Exploitation, Preventing Radicalisation, Child-on-Child Abuse, including sexual harassment, sexual violence, image-based abuse, AI-generated imagery, coercive behaviour, harmful sexual behaviour and abuse occurring online.

- Address online safety risks, including emerging threats such as misinformation, disinformation, and conspiracy theories, and ensure appropriate filtering and monitoring systems are in place.
- Adhere to safer recruitment practices.
- Have arrangements for working together with other agencies and for sharing information with other professionals in a timely manner.
- Work collaboratively with local Family Help services and safeguarding partners to ensure children and families receive timely support at the earliest opportunity, preventing needs from escalating.
- Take account of their local authority's procedures and practices established by the Local Safeguarding Children's Partnership and comply with any requests from the Partnership.
- Have effective child protection and staff behaviour policies including 'low-level' concerns and staff code of conduct.
- Develop a culture of listening to children, considering their wishes and feelings where appropriate.
- Promote inclusive, anti-discriminatory safeguarding practice and recognise the impact that racism, discrimination, prejudice and bias can have on children's welfare, participation and outcomes.
- Address harmful behaviours including violence against women and girls, misogyny, coercive control, relationship abuse and other forms of gender-based harm through safeguarding practice and education.
- Recognise the impact of domestic abuse on children and respond appropriately to concerns through early identification, support and multi-agency working.
- Recognise that mental health concerns, emotional wellbeing difficulties and trauma may be indicators that a child has suffered or is at risk of abuse, neglect or exploitation.
- Ensure all staff and governors receive safeguarding induction, regular safeguarding updates and have read and understood Part One of Keeping Children Safe in Education.
- Follow clear policies for dealing with allegations against people who work with children.
- Have clear procedures in place to handle allegations of abuse against children.
- Have clear whistle-blowing procedures in place.
- Consider how children may be taught about safeguarding, including online safety, mental health and wellbeing, and responsible use of technology including Generative AI, through a broad and balanced curriculum.
- Appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keep looked-after children safe.
- Work with Virtual School Heads to support the educational outcomes of children who are looked after, previously looked after children and children in kinship care. Schools also recognise the additional vulnerabilities that may be experienced by children with SEND, young carers, children affected by domestic abuse, children experiencing mental health difficulties and children at risk of exploitation.

- Have a clear policy in place to respond to children who go missing from education in line with statutory attendance guidance, recognising Children Missing Education (CME), Elective Home Education (EHE) and persistent absence may be indicators of abuse, neglect, exploitation or other safeguarding concerns.
- Ensure safeguarding arrangements are in place for any child placed in alternative provision, including regular monitoring and safeguarding checks.
- Fulfil all their statutory responsibilities in respect of safeguarding and promoting the welfare of children.
- Work with the Education Team to ensure the performance of vulnerable children is effectively monitored, and that schools have put in place appropriate support for those children who are at risk of achieving low outcomes.

Reporting Concerns about a Child

If there are concerns about the safety or welfare of a child at any of our schools, contact the relevant Designated Safeguarding Lead(s) in each school. Details of the Safeguarding Team can be found on each school's website.

Reporting Concerns about an Adult Working or Volunteering in Our Schools

If there are concerns about an adult working or volunteering in any of our schools, contact the Headteacher as the Whistleblowing Officer or, if it is a concern against the Headteacher, then the Chair of Governors.

Reporting Concerns about an Adult Working or Volunteering in The Central Team

If there are concerns about an adult working or volunteering in any of our central team, contact Paul Goodman (Deputy CEO) as the Whistleblowing Officer or, if it is a concern against the CEO, then the Chair of Trustees.

Safer Recruitment

All applicants for employment at Flying High and its schools will be fully vetted in accordance with Keeping Children Safe in Education.

Additional Safeguarding Measures

Expanded Online Safety Risks

The Flying High Partnership recognises the evolving nature of online risks and ensures that schools educate children about misinformation, disinformation, conspiracy theories, and other emerging digital threats. Schools will adopt a preferred filtering and monitoring solution that is reviewed annually to ensure it remains effective and compliant with Department for Education standards. Filtering systems will block harmful and inappropriate content including extremist material without unreasonably impacting teaching and learning. Monitoring systems will identify and alert safeguarding leads to concerning behaviours across the four key areas of online safety risk: content, contact, conduct, and commerce. These systems apply to all users and devices connected to school networks and are age-appropriate, multilingual and responsive to circumvention techniques. The effectiveness of filtering and monitoring systems will be formally reviewed at least annually and reported through governance structures.

Safeguarding in Alternative Provision

Where children are placed in alternative provision, schools must ensure that safeguarding arrangements are in place and regularly monitored. This includes conducting due diligence on providers and maintaining regular contact to ensure the child's welfare and educational progress. All Flying High schools are expected to complete the FHP Alternative Provision Checklist as part of an in person visit prior to any child in our partnership starting Alternative Provision to determine the suitability of the placement. Suitable placements will need agreeing with both the partnership and Local Authority. Schools maintain an Alternative Provision folder, that includes evidence of regular Senior Leader Quality Assurance visits.

Safeguarding in Enhanced Provision

The Flying High Partnership recognises that Enhanced Provisions may require additional safeguarding arrangements to meet the diverse needs of children. Schools establishing or operating an Enhanced Provision must utilise the FHP Enhanced Provision Checklist to ensure that safeguarding considerations are fully embedded within the design, development and ongoing operation of the provision. The Checklist has been developed with reference to Department for Education guidance relating to Inclusion Resource Bases and is informed by evidence from the Education Endowment Foundation (EEF) regarding effective implementation, leadership, and provision for vulnerable learners. It supports schools in considering key safeguarding factors including the physical environment, staffing, safer recruitment, intimate care, medical needs, behaviour support, child voice, attendance, transport arrangements, risk assessment, partnership working and safeguarding oversight.

The Checklist is a live document that is reviewed and updated regularly to ensure safeguarding arrangements remain effective, proportionate and responsive to the needs of pupils. Senior Leadership Teams maintain strategic oversight of the Checklist, ensuring actions are monitored, risks are evaluated, and safeguarding practice is subject to continuous review and improvement. This approach supports schools in providing safe, inclusive and high-quality provision whilst maintaining a culture where safeguarding remains everyone's responsibility.

Attendance as a Safeguarding Indicator

Persistent absence is recognised as a potential indicator of safeguarding concerns. Schools are expected to investigate unexplained absences promptly and engage with children's services where appropriate, in line with statutory attendance guidance. All Flying High schools are expected to develop a school graduated approach based on the support first principle to identify barriers to attendance at the earliest opportunity.

Responsible Use of Technology and Generative AI

The Flying High Partnership promotes the safe, responsible and age-appropriate use of technology, including emerging technologies such as generative artificial intelligence (AI). Staff are provided with training to understand both the opportunities and risks associated with AI and digital technologies, including their implications for safeguarding, online safety, data protection and digital wellbeing. All use of AI must comply with the Partnership's approved AI Policy and associated governance arrangements, which are reviewed regularly to ensure they remain ethical, secure and compliant with relevant legislation and Department for Education guidance. In line with Keeping Children Safe in Education, the Partnership recognises the safeguarding risks associated with AI-enabled technologies, including deepfakes, nudification tools, AI-generated imagery, impersonation, misinformation, disinformation and image-based abuse. Schools will take reasonable steps to educate children about these risks and respond appropriately to concerns. The Partnership is committed to ensuring that technology is used transparently and safely,

mitigating risks such as bias, profiling and the misuse of personal data, whilst supporting and enhancing, rather than replacing, professional and safeguarding judgement.

Virtual School Heads and Kinship Care

Schools work in partnership with Virtual School Heads not only for looked-after children but also for those in kinship care arrangements. Staff are supported to understand the specific needs and vulnerabilities of these children to ensure their safety and educational success.

Safeguarding Governors

All schools will ensure that governors receive safeguarding training. Each school has a named Safeguarding Governor. We expect our Safeguarding Governors to have an overview of all aspects of safeguarding in their own school. We also expect that they are appropriately trained, have a secure level of safeguarding knowledge, and conduct regular visits in schools focusing on safeguarding. Governors and Trustees receive regular safeguarding reports and seek assurance that safeguarding systems, culture, filtering and monitoring arrangements and safer recruitment processes remain effective.

Named Staff and Contacts

- **FHP Designated Safeguarding Leads:**
 - Miss K Tucker (Safeguarding Lead) - head@greenwoodprimary.org.uk
 - Mr G Worthington (Inclusion and System Leader) – gworthington@flyinghightrust.co.uk
- **Central Team Whistleblowing Officer:**
 - Mr P Goodman (Deputy CEO) – pgoodman@flyinghightrust.co.uk
- **Trust Nominated Safeguarding Trustee:**
 - Mrs A Cruickshank – Acruickshank@flyinghightrust.co.uk
- **Chair of Trustees:**
 - Mr N Robinson – Nrobinson@flyinghightrust.co.uk