

Cleaswell Hill School - Safeguarding Implementation Plan 2026-27

Whole School Implementation Plan - Safeguarding

2026-27

Safeguarding remains the basis for all school improvement. Leaders will secure a smooth transition in safeguarding leadership, implement KCSIE 2026 fully and strengthen assurance around online, contextual and Prevent risks.

Headline evaluation

Current self-evaluation: Met. Safeguarding is transformational because pupils with the greatest vulnerability are increasingly able to be heard, understood and protected through trusted relationships, accessible communication and responsive multi-agency support.

Lead responsibility: Helen McIntyre / Rachael Ford-Hutchinson

Challenges & Context

- Pupils' complex SEND, communication differences, dependency, medical needs and online vulnerability require staff to recognise that concern may be communicated through behaviour, regulation or presentation.
- The school enters 2026/27 with a planned transition to a new Lead DSL and therefore needs protected handover, supervision and explicit role clarity across the DSL team.
- Emerging risks including AI/deepfakes, sextortion, spiked vapes, VAWG and changing online behaviours require curriculum, family guidance and staff knowledge to remain current.

Why this matters

The implementation plan shows a clear line of sight from context and identified barriers to action, evidence, intended impact and next steps. It builds on securely embedded strengths while concentrating improvement activity on the refinements identified through the September 2026 SEF and Year 5 Horizon.

Intent

Priority intent	2026-27 statement
Culture and vigilance	Sustain an open and positive safeguarding culture in which pupils' interests come first and safeguarding is everyone's responsibility.
Leadership transition	Secure effective Lead DSL transition, capacity, supervision and accountability across the distributed DSL model.
KCSIE and statutory compliance	Implement KCSIE 2026 changes through policy, training, governor oversight and tested staff understanding.
Online, contextual and Prevent	Deepen pupils', staff and families' understanding of current risks and use contextual intelligence to adapt curriculum and intervention.
Assurance	Use case sampling, CPOMS scrutiny, supervision and external challenge to test consistency and follow-through.

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Whole-School Safeguarding Priorities

Priority	Actions	Leads	Impact / evidence of success
1. Safeguarding action plan	Complete and evaluate 2025/26 safeguarding, online-safety and Prevent plans; carry forward only unresolved actions into a sharply focused 2026/27 plan.	Lead DSL / DSL Team / HT	Actions have clear owners, timescales and impact measures; completed actions are evidenced rather than simply reported.
2. KCSIE 2026	Update policies, procedures and training; ensure all staff and governors understand revised expectations through knowledge checks and case scenarios.	DSL Team / Governors	Staff demonstrate secure knowledge and act promptly and appropriately when concerns arise.
3. DSL transition	Protect handover time, mentoring, further training and supervision; clarify responsibilities and review capacity during autumn term.	HT / Lead DSL / DSL Team	New arrangements are secure, sustainable and understood; no loss of oversight or response quality during transition.
4. Online/contextual safeguarding	Review local intelligence, online-safety audit, incident patterns and pupil voice; adapt curriculum and family guidance, including AI-related risks, sextortion and digital citizenship.	DSL / Computing / PD Leads	Pupils access developmentally appropriate teaching and can increasingly identify trusted adults/routes for support.
5. Safeguarding assurance	Maintain weekly leadership debriefs, DSL supervision, CPOMS case sampling, and planned SIP/governor/Clelland monitoring.	DSL Team / SIP / Governors	Leaders can demonstrate consistency, timeliness and impact across pupils, pathways, part-time timetables, and off-site provision.

Implementation approach

- Use the SEF, Year 5 Horizon, relevant strategy documents, pupil-level evidence and external quality assurance as one coherent improvement cycle.
- Review implementation half-termly and impact termly; adapt actions when evidence shows a different barrier, stronger approach or unnecessary workload.
- Triangulate quantitative trends with learning evidence, therapy, pupil/family voice, case sampling and external challenge rather than relying on headline measures alone.
- Keep improvement activity proportionate: securely embedded practice remains normal business while leadership attention is concentrated on the priorities above.

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Evidence Base and Monitoring Cycle

Evidence strand	Examples of evidence to hold/review
Core evidence	Safeguarding audit and 2026/27 action plan; CPOMS case sampling and completed-action checks; Staff/governor knowledge checks and training records; Pupil trusted-adult/help-seeking voice; Online-safety/contextual safeguarding review; SIP, governor and external safeguarding assurance
Operational review	Half-termly lead review of implementation, barriers, workload and emerging pupil need.
Strategic evaluation	Termly SLT/governor review of impact, typicality, vulnerable groups and whether actions require adaptation.
External assurance	SIP, governor and relevant external/partner quality assurance used to test leaders' evaluation and avoid inward-looking judgements.
Annual evaluation	Update SEF and implementation plan; identify what is securely embedded, what remains variable and what should carry into the next strategic cycle.

Termly Review Questions

- Can pupils communicate a concern or identify an effective route for help in ways accessible to them?
- Does case sampling show concerns are recognised, recorded, acted on and followed through consistently?
- Is the new DSL structure demonstrably sustainable and well supervised?
- What has changed because of online-safety, contextual safeguarding and Prevent actions?

Expected Impact by July 2027

Safeguarding is met securely and typically. The transition in safeguarding leadership strengthens rather than disrupts practice; staff remain knowledgeable and vigilant; pupils' voice, safety and welfare are visible in day-to-day provision and leaders can demonstrate sustained assurance through normal school systems.

2026 Ofsted Toolkit Alignment

This plan is written to align with the September 2026 state-funded school inspection toolkit and Cleaswell Hill's evidence-led improvement cycle. It emphasises typicality, sustained impact, barriers to learning and/or wellbeing, starting points, stakeholder experience, professional expertise and fair, valid triangulation of evidence.