

Child Protection and Safeguarding Policy

July 2022

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Consilium
Academies

Enriching Lives, Inspiring Ambitions

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Policy statement and principles

At Consilium Academies we exist to value each other and bring out the best in everyone. Our safeguarding and child protection policy ensures that students are safe, happy and have the opportunity to flourish in all aspects of their lives. This policy is one of a series in the Trust's integrated safeguarding portfolio. This includes the policies for safeguarding and child protection, staff code of conduct, antibullying, PSHE, safer recruitment, whistleblowing, complaints, student behaviour and conduct and e-safety.

This policy is available on the Trust and individual school websites.

Our core safeguarding principles are:

- The Trust's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make for outstanding learners.
- The voice of the student is valued and respected in all aspects of safeguarding.
- Policies will be reviewed at least annually with contributions from key stakeholders in the school community unless an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

At Consilium Academies we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection, and justice.

Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment.

The procedures outlined in this policy are mandatory for all staff, Local Academy Board members and volunteers working on behalf of the school and, where applicable, are consistent with those of the Local Safeguarding Children's Partnerships. We expect agencies and other organisations (including those who hire our facilities) to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy. Consilium Academies seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'* (DfE 2022)

Policy principles

At Consilium Academies:

- All young people have a right to protection.
- The welfare of students is paramount.
- All students, regardless of age, ability, culture, race, language, religion, gender identity or sexual identity have equal rights to support and protection.
- Keeping Children Safe in Education (DfE 2022) reminds us that all staff should maintain an attitude of '*it could happen here*' where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the best interests of the child, to protect them.
- That scrutiny, challenge and supervision are key to safeguarding children.
- All staff and Local Academy Board members have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm.
- Confidentiality will always be upheld and in line with the Data Protection Act.

- The pastoral structure ensures that all staff and students involved at any stage of the child protection process have adequate support and the required intervention.
- There is a commitment to working with agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- *'All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.'* (DfE 2022)
- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead, or in their absence the Deputy Designated Safeguarding Lead(s) or other senior member of staff. This should be done both verbally and in writing via CPOMS. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- There will be partnership working with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child to safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'* (Working Together to Safeguard Children, 2018)
- By working with other agencies, staff will ensure that any actions are part of a multi-agency coordinated plan and that they are completed in a timely way.
- We will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

The Consilium Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Policy aims

- To provide all stakeholders with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure appropriate action is taken, in a timely manner, to safeguard and promote the welfare of all children.
- To ensure consistent outstanding practice in all aspects of safeguarding and child protection across the school.
- To demonstrate the school's commitment to child protection and safeguarding to the wider community.
- To ensure that practice meets local and national guidance and all statutory requirements are in place.
- To ensure that all staff are aware of their statutory responsibilities with respect to safeguarding.
- To ensure that staff are properly trained in recognising signs and indicators of abuse and neglect and respond to them appropriately.

1. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). Working Together

to Safeguard Children guidance makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between agencies:

‘Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.’

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ (DfE 2018)

Consilium Academies therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child’s needs according to the Local Safeguarding Children Partnership’s Responding to Need and Levels of Need framework sit below the requirement for a statutory assessment.

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. (The Local Authority, the Integrated Care Board (formerly known as the Clinical Commissioning Group), and Chief Office of Police). This policy is also based on the following legislation:

- Section 157 and 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students.
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
- 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 students at the school.
- [Education Act 2002](#)
- The Teacher’s Standards (DfE 2012) requires all teacher’s to ‘uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:
- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
- Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.’

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if the student is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children. Local Authorities have a duty to make enquiries under section 47 of the Children Act if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take action to safeguard and promote the child’s welfare. There may be a need for immediate protection whilst the assessment is carried out.
A ‘child in need’ is defined under the Children Act as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly

impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act.

- 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 upon **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. Those failing to report such cases will face disciplinary sanctions.
*'Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.'* (DfE 2022)
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM. In addition, schools recognise the important role in which they have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published multi-agency guidelines, with section 8 focusing on the role of schools. Staff can contact the Forced Marriage Unit if they need advice or information-020 7008 0151 or email: fmv@fco.gov.uk)
- [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 Act places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism.' 'The Prevent Duty' (revised 2021) guidance summarises the requirements of schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Consilium Academies will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme.

Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in school. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.

This policy also complies with our funding agreement and articles of association.

In addition to referring to multi-agency procedures that have been put in place by the three safeguarding partners, the policy reflects locally agreed procedures as set out in the relevant policies published by our local authority partners.

This policy also takes account of additional DfE guidance including:

- [CSE Definition and guidance for practitioners](#) DfE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DfE 2017
- [Disqualification under the Childcare Act](#) DfE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) HMG 2018
- [The Prevent Duty - Departmental advice for schools and childcare providers](#) DfE 2015 (revised 2021)

- [How social media is used to encourage travel to Syria and Iraq](#) DfE 2015 (Briefing note for schools)
- The [Ofsted School Inspection Handbook](#) and Ofsted guidance: [Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DfE 2015
- [PACE Code C 2019](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) DDCMS / UKCIS 2020
- Other DfE statutory guidance including: online safety and children who go missing from home or care which is found here: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Additional DfE/Gov guidance can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

2. Definitions

Safeguarding children:

Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

'Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (DfE 2022)

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

'Where a child is suffering harm, or is likely to do so, action should be taken to protect the child.'

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Appendix 2 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 2 defines neglect in more detail.

Children includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- The Integrated Care Board for an area within the LA
- The chief officer of police for a police area in the LA area

3. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 8)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence or are misusing drugs or alcohol themselves
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are at risk of modern slavery, trafficking, or exploitation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are showing early signs of abuse and/or neglect
- Are cared for children or previously cared for children (see section 11)
- Is a privately fostered child
- Have returned home to their family from care
- Are frequently missing/go missing from care or from home

4. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Local Academy Board members in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

4.1 All staff

All staff (and volunteers) will read and understand as a minimum part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (2022) and review this guidance at least annually.

All staff and volunteers will be aware of:

- Our systems which support safeguarding including the child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and DDSL/s, the behaviour policy, and the safeguarding response to children who go missing from education.
- The need to contribute to ensure students learn in a safe environment.
- Maintaining the belief that '*it could happen here*'.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- Safeguarding incidents and/or behaviours which can be associated with factors outside of the school and/or can occur between children outside of these environments. All staff should consider whether children are at risk of exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- 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.
- That mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff should be aware of how these experiences can impact on a child's mental health, behaviour and education.
- The need to understand that all staff play an important part in working to prevent sexual harassment, online sexual abuse, and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a whole school approach to address such issues, including via the curriculum. Staff will understand how to handle reports of sexual violence or harassment.
- Staff must ensure that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is always respectful at all times. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or, in their absence, a senior member of staff.
- Ensuring that they record their concerns using the agreed reporting procedure of CPOMS in a contemporaneous fashion. Records will note the difference between fact and opinion. The child's voice will be made clearly evident.
- Concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- That any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met or if it appears that the school is not taking effective action in line with expected procedures. This includes the understanding that any member of staff can make a referral to children's services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. This duty does not apply in cases where a student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students. Any member of staff who suspects a student is **at risk** of FGM or suspects that FGM has been carried out must speak to the DSL and follow local safeguarding procedures.
- Safeguarding issues can manifest themselves via child-on-child abuse.
- Report any concerns (including those which might be considered to be low level concerns) without delay about the behaviour of an adult towards a child to the Headteacher. If there is a safeguarding concern regarding the Headteacher, then this must be reported to the Chair of the School Improvement Board (SIB) for the respective school.
- Follow the school's policies including the Child Protection and Safeguarding policy and the school's code of conduct for adults and the [Guidance for Safer Working Practices for Adults Working with Children](#) (2022).
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.

- That if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their Headteacher.
- That they should inform their Headteacher of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

Section 15 and appendix 5 of this policy outline in more detail how staff are supported to do this.

4.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. The DSL for each school is listed in appendix 1. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Each Academy has a designated Safeguarding e-mail address listed in appendix 1. This contact should be used outside of school hours.

When the DSL is absent, the DDSL/s – also listed in appendix 1 – will act as cover.

If the DSL and DDSL/s are not available, The Headteacher will act as cover (for example, during out-of- hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so; act as a point of contact with the three safeguarding partners.
- Contribute to the assessment of children.
- Liaise with the Headteacher to inform of issues-especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an Appropriate Adult in relevant circumstances.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- As required, liaise with the 'case manager', the Trusts' Human Resources Team, the Designated Officer(s) at the Local Authority (LADO) for child protection concerns in cases which concern a member of staff.
- Refer cases where a crime may have been committed to the Police as required. The NPCC document [When to call the police](#) can support with this.
- Ensure that they are appropriately trained in all areas of child protection and safeguarding, regularly keeping up to date with new legislation and guidance and regular updates within this field.
- Ensures that up to date legislation and guidance on child protection and safeguarding is disseminated to relevant stakeholders.
- Ensure that all records of concerns or disclosures are responded to appropriately with detailed accounts recorded and that information is stored securely.
- Liaise with staff (especially pastoral support staff, school health, IT technicians, and SENCo's and Senior Mental Health Lead) on matters of safety and safeguarding (including online and digital) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the school's senior mental health lead and where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Ensure that the Safeguarding and Child Protection Policy is available publicly on the Academy website.
- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school's hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training including the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained with the Local Authority's and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner.
- The school escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Partnership Escalation and Resolution Policy.
- School has an appropriately trained member of staff in order to fulfil its obligations under Operation Encompass, and that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.

The full responsibilities of the DSL and the DDSL/s are set out in their job description.

4.3 The Trust Board and Local Academy Board

The Trust board will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.

The Trust will appoint a Link Trustee (or equivalent) to monitor the effectiveness of this policy in conjunction with the board.

It is the responsibility of the Trust Board and Local Academy Board members to ensure:

- Schools meet the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2022) and Working Together to Safeguard Children (DfE 2018).

- They undertake safeguarding training specific to their roles and responsibilities which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole Trust approach to safeguarding. This training is updated at least annually.
- Procedures are implemented to provide a duty of care for young people, safeguard their well-being and protect them from abuse.
- The rights, wishes and feelings of all students are respected and promoted
- That recruitment, training and supervision of staff adopt best practice to safeguard and protect young people from abuse and to reduce the likelihood of allegations made against them.
- That staff adopt and abide by the Trust's Child Protection and Safeguarding policy. That the Child Protection and Safeguarding policy is reviewed at least annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2022).
- There is an additional safeguarding governor to liaise with the Designated Safeguarding Lead and champion child protection / safeguarding on behalf of the Trust Board and Local Academy Board.
- They understand the coordinated approach the school has to offer when dealing with outside agencies, Early Help and Children's Social care.
- Any allegations are responded to appropriately and implement the appropriate disciplinary and appeals procedures, if required.
- With the school leadership team, ensure that mechanisms are in place to enable staff to understand their responsibilities for safeguarding and protecting students. Regular audits are completed by the Trust to ensure safeguarding meets all national, regional and Ofsted criteria.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people.
- That the school is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, incidents of sexual violence or harassment, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- There are clear systems and processes in place to identify and respond to issues of sexual violence or harassment between children, including a sequenced curriculum designed to specifically address sexual harassment, online abuse, sexual violence and issues of consent in an age and stage appropriate way.

Section 15.3 of this policy has information on how Local Academy Board members are supported to fulfil their role.

4.4 The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Ensuring the Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DfE 2022) are followed in line with the school's safer recruitment procedures. At least one member of every recruitment panel has attended safer recruitment training.

- Communicating this policy to parents when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and that this is updated regularly.
- There is a listening culture within the school where both staff and children can raise concerns about poor or unsafe practices.
- The curriculum provides opportunities to help students stay safe especially when on-line. Students should be aware of the support available to them.
- The RSHE / PSHE / Safeguarding curriculum is appropriately sequenced to ensure students are taught about key issues in a planned and age/stage appropriate way, building on previous knowledge as they move through the school.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately, and that staff's emotional needs are met.
- The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks made on visiting speakers and monitoring and filtering is in place.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 3)

5. Confidentiality

Confidentiality and sharing information:

The right of the student to confidentiality and privacy will be respected and all communications about any case will be kept to a minimum on a 'need to know' basis. This ensures that information being released into the public domain does not compromise evidence. All staff are informed through annual training of the principles and protocols of best practice when sharing information. The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the student understands that all disclosures made to the adult will be shared with the DSL/DDSL.

The Trust is committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998 and Information Sharing Guidance for practitioners (DfE 2018). Information sharing is guided by the following principles:

The information is:

- Necessary
- Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure

Information sharing decisions will be recorded whether or not the decision is taken to share. The DSL/DDSL will normally obtain consent from the student and/or parents and carers to share sensitive information within the school or with outside agencies. Where there is a good reason to do so the DSL/DDSL may share information without consent and will record the reason for not obtaining consent.

- Child Protection records are normally exempt from the disclosure provisions of the data protection act which means that students and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a student/parent/carer to see child protection records, they must refer the request to the Headteacher.

'The Data Protection Act (DPA) 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children'. (DfE 2022)

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in Appendix 3.

6. Recognising abuse and taking action

Staff, volunteers, and Local Academy Board members must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

6.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to Local Authority children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger following the local procedures put in place by the three safeguarding partners. Anyone can make a referral.

Tell the DSL (see section 4.2) as soon as possible if you make a referral directly.

<https://www.gov.uk/report-child-abuse-to-local-council>

6.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen and keep calm, do not interrupt.
- Not promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why.
- Observe visible bruises and marks but do not ask a child to remove or adjust their clothing to view them.
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, you should ensure they are open questions.
- Use the 'TED' model for asking open ended questions: 'Tell me about that', 'Explain that to me', 'Describe that'.
- Make a record of what has been said immediately afterwards in words used by the child and you.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion, or third-party information.

- Report the matter immediately to the Designated Safeguarding Lead.
- Seek advice from the Designated Safeguarding Lead if in doubt.

You should not:

- Ask leading questions, put words into the child's mouth or press for details.
- Rush the child.
- Examine the child.
- Investigate.
- Promise confidentiality.
- Summarise or use your own words to describe events.
- Delay sharing the information with the Designated Safeguarding Lead.

6.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child.

Figure 1 on page 20 illustrates the procedure to follow if you have any concerns about a child's welfare.

If in exceptional circumstances the DSL/DDSL(s) are not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral 6.5'). Share any action taken with the DSL as soon as possible.

6.4 Early Help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL/DDSL(s) can offer an Early Help intervention level of support for all students and families linked to the school. Early Help is a way of supporting children and families to build on existing strengths to promote wellbeing and a greater quality of life. Early Help is about identifying needs within families at an early stage, providing preventative support and interventions before problems become more complex and entrenched. Early Help support is a preventative layer that does not involve social services.

Early Help is a multi-agency approach to supporting families. The school will work individually or with other organisations to support families achieve positive changes. On many occasions the school will support families holding the case within school, support/action plans will be agreed between school and the family involved and clear achievements will be agreed. Once this has been completed a review period will be decided and a review meeting will be completed.

On some occasions it will be agreed at an initial meeting that further support would be beneficial from the Early Help hub. If this is the case an Early Help assessment will be completed and referred into the Early Help hub for assessment and possible allocation of a worker. If a worker is allocated an Early Help meeting will be arranged and the school will attend to support the family/student.

On occasions, the Early Help team will ring the school to gather educational reports for students in our care when a referral has been received from an outside agency. If this is the case, the school will share information regarding students with the team. Consent is gathered from the Early Help team at initial contact with the family for this information to be shared.

The DSL will keep cases under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

6.5 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff should not investigate possible abuse or neglect themselves. The Designated Safeguarding Lead or Deputy Safeguarding Lead will take immediate action and will make a referral to children's services without delay if a child is believed to be suffering or likely to suffer significant harm. Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with children's services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

If you make a referral directly (see section 6.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome.

The Trust has students from different Local Authorities and therefore protocols for referrals will be adhered to according to the procedures laid out within the LSCP protocol for the area. Dependent on the level of need for each individual case and the threshold guidelines for each Local Authority a referral to Children Social Care or Early Help will be completed to support the child and family.

If a referral to Children's Social Care has been completed and an assessment has been completed, then the student may be placed on either a Child in Need plan (Section 17) or a Child Protection Plan (Section 47). The school is committed to inter-agency working and will enable social workers to have access to students to enable them to complete Section 17 or 47 investigations. Students may on occasions be seen by Children's social services in the school and staff will ensure that this is facilitated as smoothly as possible. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Relevant members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual student and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing, as well as relevant family related issues. This information will be shared with the parents/carers. The school will monitor students whose names are on a Child Protection Plan in line with what has been agreed at the Child Protection Conference.

6.6 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL/DDSL(s) are not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Local Academy Board members can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

6.7 If you have a mental health concern

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 6.3.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

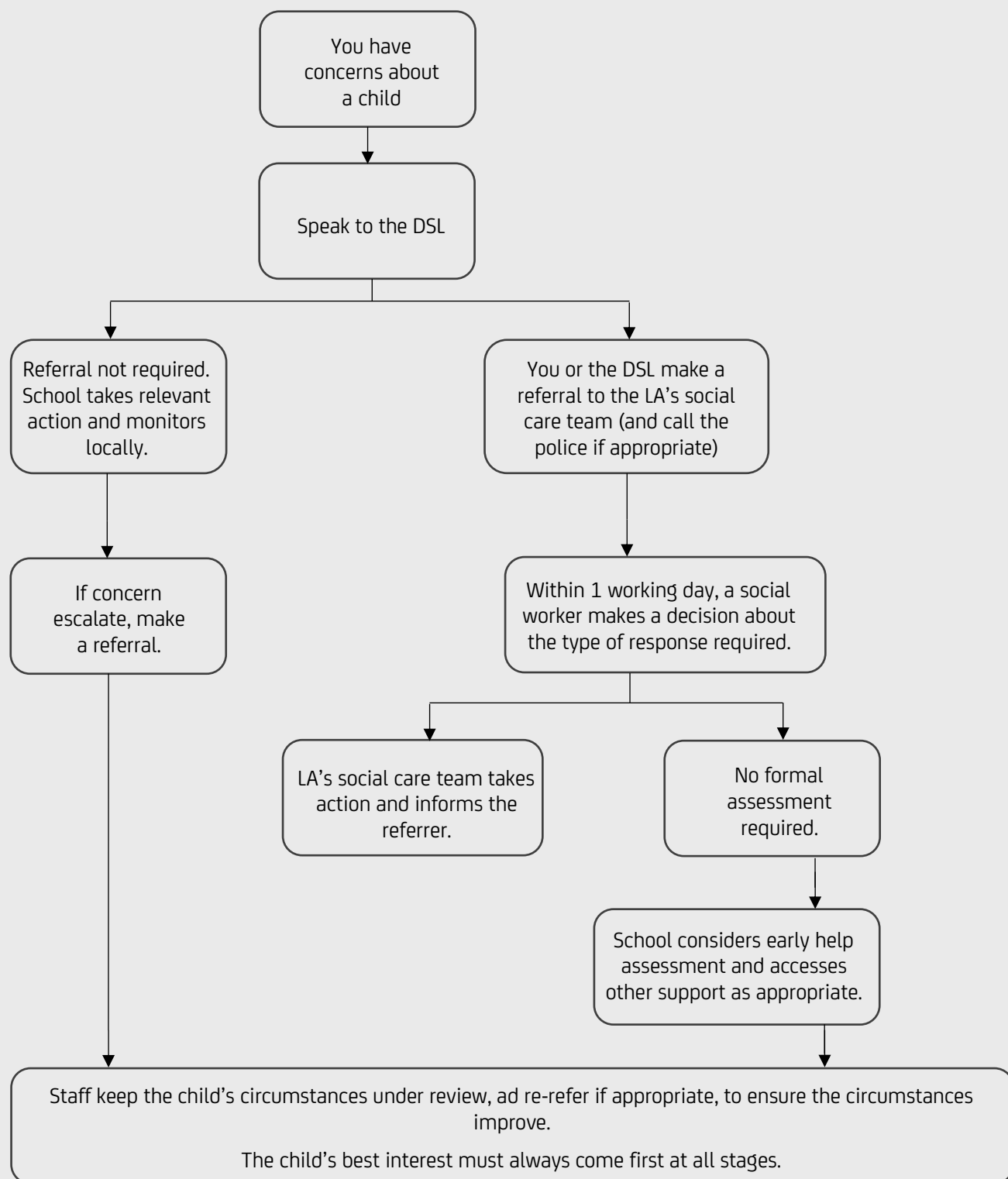
6.8 Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL/DDSL(s) are unavailable, this should not delay action. See section 6.3 for what to do.)



6.9 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the

Headteacher. If the concerns/allegations are about the Headteacher, speak to the Chair of the School Improvement Board (SIB).

The Headteacher/Chair of the SIB will then follow the procedures set out in appendix 4, if appropriate and will always seek advice from the Trusts' Human Resources Team.

6.10 Allegations of abuse against another student (child-on-child abuse), including issues of sexual violence and harassment

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing, particularly towards girls or other vulnerable groups of children. Behaviours can never be passed off as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues. School will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Assemblies will be used to outline acceptable and unacceptable behaviour and school leaders will ensure that the school is well supervised, especially in areas where children might feel vulnerable.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be, may also be targeted by their peers, and harassed or assaulted.

We recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Is serious violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Is consensual and non-consensual sharing of nudes and semi-nude images or videos
- Is upskirting, which typically involves taking a picture under a person's clothing without their permission
- Is sexting/youth produced sexual imagery/nudes/semi-nudes and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Involves physical abuse (including hitting, kicking, shaking, biting, hair pulling etc)
- Involves students being forced to use drugs or alcohol
- Involves sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse
- Abuse within intimate personal relationships between peers (sometimes known as teenage relationship abuse)
- Causing someone to engage in sexual activity without consent
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Criminal exploitation
- Gang activity and youth violence
- Domestic violence

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

If a student makes an allegation of abuse against another student:

- You must record the allegation on CPOMS and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence (in line with the NPCC guidance 'When to call the Police').
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), Brook, Barnardo's or other relevant support agency if appropriate.
- The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into.

It is vital for professionals to understand that the child who is perpetrating the abuse may also be at risk of harm. Staff within the school should make every effort to ensure that the perpetrator is also treated as a victim and that relevant assessments and support mechanism are offered to them too. If staff within the school suspect this form of abuse, they should raise this immediately with the DSL/DDSL.

Students will be supported by the pastoral teams in school, families will be informed of our concerns for both the victims and potential perpetrators and support and individual plans put in place to ensure the wellbeing for all students.

Children at Risk of Serious Violence and/or Child Criminal or Sexual Exploitation

All staff should be aware of the indicators which may suggest a child is at risk from or is involved with serious violent crime. These may include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced abuse or neglect and having been involved in offending such as theft or robbery. Additional advice can be found in the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Both child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victims needs or wants, and/or the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Child sexual exploitation and child criminal exploitation can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Staff will understand that whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender identification, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

All staff should be aware of the indicators which may suggest a child is at risk from or experiencing child criminal or sexual exploitation. These may include:

- Appear with unexplained gifts, money, or new possessions
- Associate with other children involved in exploitation
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Suffer from changes in emotional well-being
- Misuse of drugs and alcohol
- Go missing for periods of time or regularly come home late and are found in areas away from their home
- Are found in accommodation that they have no connection with
- Regularly miss school or education or do not take part in education

All staff will be aware that children who are involved in criminal exploitation often commit crimes themselves, therefore their vulnerability as victims is not always recognised by adults and professionals. They may still have been exploited even if the activity appears to be something they have agreed or consented to. Staff will also understand the fact that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff will be aware that child sexual exploitation is child sexual abuse. Exploitation of this nature can be a one-off occurrence and may happen without the child's immediate knowledge e.g., through the sharing of videos or images. It can also affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., because they believe they are in a genuine relationship.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different gender identities-for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent.
- Ensuring students know they can talk to staff confidentially.
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- Ensuring the teaching of the curriculum for Relationships, Sex and Health Education (RSHE), staff must have regard to the statutory guidance. This will ensure that the students understand what positive, healthy and respectful relationships look like, on and offline.

Staff should recognise that children are capable of abusing their peers, and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

The DfE states *‘The school’s initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward’*.

Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour.

Additional guidance and support are available on the NSPCC website:

- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislationhttps://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy/practice/policy/practice/>
- The NSPCC has a dedicated helpline 0800 136 663 to help support anyone who has experienced sexual abuse or has concerns about someone. More information is also available at: [Dedicated helpline for victims of abuse in schools NSPCC](#).
- Part 5 of Keeping Children Safe in Education (KCSIE) provides detailed guidance about child-on child sexual violence and sexual harassment, including responding to reports of abuse and protecting victims. Part 5 also signposts to the wider specialist support that is available.
- ‘Working Together to Safeguard Children’ is very clear on how schools should work with their local multi-agency children’s partnerships as a relevant agency and how concerns about a child should be referred.
- Ofsted guidance: [‘Inspecting Safeguarding in Early Years and Skills Settings’](#).

6.11 Sharing nudes and semi-nudes

Sharing photos, videos and live streams online is part of daily life for children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple’s AirDrop.

The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. Other terms used in education include ‘sexting’ and ‘youth produced sexual imagery’.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- Children and young people find nudes and semi-nudes online and share them claiming to be from a peer.
- Children and young people digitally manipulate an image of a young person into an existing nude online.
- Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

If you see or are shown an image on a young person’s phone in school contact refer the incident immediately to the DSL/DDSL to investigate further.

Your responsibilities when responding to an incident

If you are made aware of an incident, you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the student to delete it.
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility).

- Share information about the incident with other members of staff, the student(s) it involves, or parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s).
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed).
- What further information is required to decide on the best response.
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the students involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the students involved (in most cases parents should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any student in the imagery is under 13.
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - [UKCIS advice 2020](#) . The school will have regard to this advice when managing these issues.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the safer school's police officer or by dialling 101.

Recording incidents

All incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of this nature.

Curriculum coverage

Students are taught about the issues surrounding sexting/youth produced sexual imagery/nudes/semi-nudes as part of our PSHE education and computing programmes. Teaching covers the following:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

7. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

8. Students with special educational needs and disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Students being more prone to peer group isolation than other students.
- The potential for students with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

The DfE has provided additional practice guidance '[Safeguarding Disabled Children](#)' DfE 2009.

9. Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

10. Work experience

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with statutory guidance.

11. Cared for children and previously cared for children

We will ensure that staff have the skills, knowledge and understanding to keep cared for children and previously cared for children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's cared for legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.

Each school has a designated member of staff who is responsible for promoting the educational achievement of cared for children and previously cared for children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding cared for and previously cared for children are quickly and effectively responded to.
- Work with virtual school heads to promote the educational achievement of cared for and previously cared for children, including discussing how student premium plus funding can be best used to support cared for children and meet the needs identified in their personal education plans.

11.1 Private fostering

The Children Act 1989, 2004 and Children (Private Arrangements for Fostering) Regulations 2005 set out that private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

There is a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g grandparent, brother, sister, uncle, or auntie). This means making a referral to children's services. Further guidance is available in Keeping Children Safe in Education (DfE 2022) and in [Children Act 1989 private fostering](#). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

12. Online safety and the use of mobile phones and digital photographic equipment

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

It is essential that children are safeguarded from potentially harmful and appropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems are reviewed regularly to ensure their effectiveness. The whole school approach to online safety sets out to protect and educate both children and staff in their use of technology alongside establish mechanisms to identify, intervene in and escalate any concerns, recognising that many children have unlimited and unrestricted access to the internet via mobile phone networks.

We will tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they will be asked to access and be clear who from the school (if anyone), their child is going to be interacting with online.

The DfE highlights the risks of new technologies:

‘An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- *Content: being exposed to illegal, inappropriate, or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism*
- *Contact: being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children*
- *Conduct: personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying*
- *Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams’.*

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, criminal exploitation, radicalisation, and sexual abuse. Technology often provides the platform that facilitates harm.

The DfE guidance ‘Teaching Online Safety in Schools (2019) also outlines how schools can ensure students understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements www.gov.uk/government/publications/teaching-online-safety-in-schools

Where children are asked to learn online at home (e.g. under the Provision of Remote Education Continuity Direction (October 2020)), school will ensure this is done safely by referring to key guidance such as [safeguarding in schools colleges and other providers](#), [safeguarding and remote education](#) and advice from the [London Grid for Learning](#)

13. Complaints and concerns about school safeguarding policies

13.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 4).

13.2 Other complaints

Other complaints will be handled in conjunction with the Trust's complaint policy which can be found on the Trust's website.

13.3 Whistle Blowing

Whistle-blowing allegations will be handled in conjunction with the Trust's whistle-blowing policy which can be found on the Trust website.

14. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained in keeping with the Local Authority and NSPCC guidance.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely (and within 5 days for an in-year transfer or within the first 5 days of the start of a new term), and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. Any sharing of information happens in line with information sharing advice set out in Keeping Children Safe in Education.

Records are kept using CPOMS. The DSL has oversight of all safeguarding incidences, and all information is shared securely on the CPOMS portal.

In addition:

- Appendix 3 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

15. Training

15.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) throughout the academic year.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

All staff will also receive safeguarding training/updates via electronic bulletins, dedicated INSET time and briefings, particularly where new legislation/guidance is in place.

All volunteers and agency staff visiting the school are greeted with a basic awareness and safeguarding briefing. All new staff to the academy also complete a program of induction that involves the annual Safeguarding training. All new staff are also required to complete Prevent training; they are also provided with the following documents to read:

- Keeping Children Safe in Education 2022 (Part 1 and Annex B)
- Behaviour Policy
- Staff Code of Conduct
- Working Together to Safeguard Children
- Guidance for Safer Working Practice

Records will be kept of all staff training naming individuals and detailing what training they have received and when.

15.2 The DSL and DDSL/s

The DSL and DDSL/s will undertake child protection and safeguarding training at least every 2 years.

They will link with the three safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will experience supervision in line with regulatory requirements and provide supervision to designated staff within the organisation.

They will also undertake Prevent awareness training.

Understanding the views of children

Understanding the views of children is essential to responding appropriately to their needs. It is important that children feel heard and understood. The Designated Safeguarding Lead will be supported in developing knowledge and skills to:

- encourage a culture of listening and taking account of children's wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusting relationships which facilitate communication.

15.3 Trust Board and Local Academy Board Members

All Trust Board and Local Academy Board Members receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

15.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

In addition, The Trust complies with Keeping Children Safe in Education 2022 and the requirements of the LSCPs by carrying out the required checks and verifying the identity of applicants, their qualifications and employment history.

All personnel who are employed by or undertake voluntary work in the school will be DBS checked, this includes LAB Members and Trustees. The Headteacher will have responsibility for ensuring the Single Central Record is rigorously maintained. It is the responsibility of staff to ensure that where visitors on site are left unaccompanied with students, they have DBS clearance to do so. The school will obtain written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the academy have been appropriately checked. Trainee teachers will be checked either by the school or by their training provider from whom written confirmation will be obtained. DBS checking will be rigorous, and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them. The Single Central Record will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

15.5 Staff who have contact with students and families

All staff who have contact with children and families will have supervisions (through their line management meetings) which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

16. Monitoring arrangements

This policy will be reviewed at least annually by the Trust's Head of Safeguarding and will be approved by The Trust Board.

16.1 Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions or if a child suddenly stops attending. Where reasonably possible, school will hold more than one emergency contact number for each child. This goes beyond the legal minimum. School will also look to have additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. For those children and families who have chronic poor attendance or persistent absenteeism, or for children who go missing from education repeatedly, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help assessment in order to coordinate a multi-agency plan of support for the child and family.

School should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. When identifying that a child would benefit from attending off site provision, school will undertake an assessment to determine that the placement is in the best interests of the child and that the provision identified is suitable to meet the needs of the child. The school will retain responsibility for the safeguarding of any students that are placed in off-site provision. Appropriate quality assurance checks will be undertaken to ensure that it is a safe place for the child to attend. The school will obtain confirmation from the provider that the appropriate safeguarding checks have been carried out in respect to individuals working at the establishment. The school will have a formal agreement with the alternative provision and parent/carer regarding when the student should attend and what procedures will be followed should the child not attend the placement. The school will ensure it seeks the views of the young people at off-site provision to ensure they feel happy and safe. When commissioning places at alternative provision, school will pay due regard to [Alternative provision – DfE Statutory Guidance](#) and [Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Cared for Children and/or SEN will be rigorously monitored on a daily and weekly basis.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child. Once the enquiries have been undertaken, school will follow the local protocol for Children Missing in Education (CME) and make a CME referral to the Local Authority.

Some parents will decide to remove their child from the roll of the school in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and will be a positive learning experience. However, this is not the case for all, and home education can mean that some children become less visible to services who are there to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating them at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. The school will also link with the names officer for Elective Home Education (EHE) within the Local Authority.

17. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Privacy notices
- Whistle blowing

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendices

Appendix 1: Important Academy Contacts

| Armthorpe Academy | |
|---|-------------------|
| ROLE | NAME |
| Headteacher | Claire Robbins |
| Designated safeguarding lead (DSL) | Beth Donkin-Jones |
| Deputy DSLs | Amy Moulton |
| Chair of Local Academy Board (LAB) | Chris Jessup |
| Chair of School Improvement Board (SIB) | James Inman |

| Buile Hill Academy | |
|---|--------------------------------|
| ROLE | NAME |
| Headteacher | Dave Lancaster |
| Designated safeguarding lead (DSL) | Tracey Offord-Powell |
| Deputy DSLs | Melanie Howard Angy Bellers |
| Chair of Local Academy Board (LAB) | Gareth Thompson |
| Chair of School Improvement Board (SIB) | Marc Doyle |

| Ellesmere Park High School | |
|---|--------------|
| ROLE | NAME |
| Headteacher | Iain Ross |
| Designated safeguarding lead (DSL) | Kath Barratt |
| Deputy DSLs | Michael Bird |
| Chair of Local Academy Board (LAB) | Ben Peck |
| Chair of School Improvement Board (SIB) | Chris Davis |

| Consilium Evolve | |
|---|--------------|
| ROLE | NAME |
| Headteacher | Rob Bell |
| Designated safeguarding lead (DSL) | Lyn White |
| Deputy DSLs | Craig Davies |
| Chair of School Improvement Board (SIB) | Marc Doyle |

| Heworth Grange School | |
|---|------------------|
| ROLE | NAME |
| Headteacher | Allie Denholm |
| Designated safeguarding lead (DSL) | Alan Haddon |
| Deputy DSLs | Christine Onions |
| Chair of Local Academy Board (LAB) | Yvonne Baker |
| Chair of School Improvement Board (SIB) | James Inman |

| Moorside High School | |
|----------------------|------------------|
| ROLE | NAME |
| Headteacher | Helen Ryles-Dean |

| | |
|---|----------------------------------|
| Designated safeguarding lead (DSL) | Gareth Webb |
| Deputy DSLs | Lorraine Redmond Steven Mills |
| Chair of Local Academy Board (LAB) | Jonathan Sly |
| Chair of School Improvement Board (SIB) | James Inman |

| Thornhill Academy | |
|---|------------------|
| ROLE | NAME |
| Headteacher | Sue Hamilton |
| Designated safeguarding lead (DSL) | Nichola Luke |
| Deputy DSLs | Lorna Gray |
| Chair of Local Academy Board (LAB) | Denise Nicholson |
| Chair of School Improvement Board (SIB) | Chris Davis |

| Washington Academy | |
|---|----------------|
| ROLE | NAME |
| Headteacher | Derek Austwick |
| Designated safeguarding lead (DSL) | Leigh Coates |
| Deputy DSLs | Alex Taylor |
| Chair of Local Academy Board (LAB) | Senga Kean |
| Chair of School Improvement Board (SIB) | Chris Davis |

| Wyvern Academy | |
|---|--------------|
| ROLE | NAME |
| Headteacher | Owen Inglis |
| Designated safeguarding lead (DSL) | Andrew Burns |
| Deputy DSLs | Becky Henson |
| Chair of Local Academy Board (LAB) | Tom Scott |
| Chair of School Improvement Board (SIB) | Marc Doyle |

Key personnel for safeguarding

| NAME | ORGANISATION | CONTACT EMAIL |
|-------------------|---------------------------|--|
| Tara Welsh | Consilium Academies Trust | Safeguarding@consilium-at.com |
| Beth Donkin-Jones | Armthorpe Academy | Safeguarding.Armthorpe@consilium-at.com |

| | | |
|---------------|----------------------------|--|
| Tracey Offord | Buile Hill Academy | Safeguarding.Buile@consilium-at.com |
| Kath Barratt | Ellesmere Park High School | Safeguarding.Ellesmere@consilium-at.com |
| Lyn White | Consilium Evolve | Safeguarding.Evolve@consilium-at.com |
| Alan Haddon | Heworth Grange School | Safeguarding.Heworth@consilium-at.com |
| Gareth Webb | Moorside High School | Safeguarding.Moorside@consilium-at.com |
| Nichola Luke | Thornhill Academy | Safeguarding.Thornhill@consilium-at.com |
| Leigh Coates | Washington Academy | Safeguarding.Washington@consilium-at.com |
| Andrew Burns | Wyvern Academy | Safeguarding.Wyvern@consilium-at.com |

Local safeguarding children's partnership information

Wyvern Academy- (Darlington LSCP)

| | | |
|-----------------------|-------------------|------------------------------|
| LADO – Marion Garland | Tel: 01325 406451 | Email: dsp@darlington.gov.uk |
|-----------------------|-------------------|------------------------------|

Armthorpe Academy – (Doncaster LSCP)

| | | |
|--------------------------|-------------------|---|
| LADO – Milovan Orlandich | Tel: 01302 737332 | Email: LADO@dcstrust.co.uk |
|--------------------------|-------------------|---|

Heworth Academy – (Gateshead LSCP)

| | | |
|----------------------|-------------------|------------------------------|
| LADO - Nicholas Leon | Tel: 0191 4333554 | Email: LADO@gateshead.gov.uk |
|----------------------|-------------------|------------------------------|

Buile Hill, Ellesmere and Moorside- (Salford LSCP)

| | | |
|------------------------------------|--------------------|---|
| LADO -Liz Peppiatt / Michelle Done | Tel: 0161 603 4350 | Email: LADO@salford.gov.uk |
|------------------------------------|--------------------|---|

Washington and Thornhill Academy (Sunderland LSCP)

| | | |
|----------------------|--------------------|---|
| LADO - Danielle Rose | Tel: 0191 561 3901 | Email: designatedofficer@togetherforchildren.org.uk |
|----------------------|--------------------|---|

Appendix 2: Four categories of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse

The following may be indicators of physical abuse:

- Have bruises, bleeding, burns, bites, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather

- Be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence and aggression towards others including bullying
- Isolation from peers

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes themselves in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- Drug or solvent abuse
- Running away
- Appetite disorders-anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of the school's policy and procedures for dealing with it.

Indicators of sexual abuse:

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- Isolation from peer group
- Eating disorders, for example anorexia nervosa or bulimia
- Self-harm
- Substance abuse
- Acquire gifts such as money or a mobile phone from new 'friends'

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of neglect

The following may be indicators of neglect:

- constant hunger or stealing, scavenging and/or hoarding food
- frequent tiredness
- frequently dirty or unkempt
- poor attendance or often late
- poor concentration
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones or to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is left at home alone or with inappropriate carers

Appendix 3: Safer Recruitment and DBS Checks – Policy and Procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check those candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask applicants to complete a self-declaration form (Rehabilitation of Offenders Act)

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

From 1st January 2021, individuals who have lived or worked outside the UK must undergo the same checks as enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

These checks could include, where available:

- Criminal records checks for overseas applicants
- Obtaining a letter of professional standing from the professional regulating authority in which the applicant has worked.

Where available, such evidence will be considered together with information obtained through other pre-appointment checks. Where this is not available, we will seek alternative methods of checking suitability.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, we will consider the circumstances that led to the restriction or sanction being imposed when considering the candidate's suitability (DfE Guidance: [Recruit teachers from overseas](#)).

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Trustees and Local Academy Board Members

All Trustees and Local Academy Board Members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, Trustees and Local Academy Board Members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the school makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 4: Safeguarding concerns and allegations made about staff, including supply teachers and volunteers

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Academy Trust

Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of the School Improvement Board if the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary).

Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree, and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Academy Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The Headteacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required

- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will aim to institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching. Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police, and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks, and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated, or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

After any cases where the allegations are substantiated, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 5: Specific Safeguarding Issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (**County Lines**), forced to shoplift or pickpocket, or to threaten other young people, often using intimidation, violence and weapons to ensure compliance of victims. Indicators of CCE can include a child:

- Regularly missing school or education
- Not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time, are subsequently found in areas away from home or regularly coming home late
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- Are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- Owe a ‘debt bond’ to their exploiters
- Have their bank accounts used to facilitate drug dealing

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim’s immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority’s children’s social care team and the police, if appropriate.

Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear, or experience the effects of abuse.

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial, and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

Children can witness and be adversely affected by domestic violence in their home life.

Experiencing domestic abuse and exposure to it can have a serious, long-lasting emotional and psychological impact on children and in some cases, a child may blame themselves for the abuse or may have had to leave

the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the Designated Safeguarding Lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL/s will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Honour-based abuse

So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Female genital mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences. FGM is carried out on females of any age, from babies to teenagers to women.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will report the matter to the police as well as informing the designated safeguarding lead.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

Staff will receive training around forced marriage and the presenting symptoms; to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK. Forced marriage is not the same as arranged marriage, which is common in many cultures.

We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk

- Refer the student to a pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Terrorism is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in the local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in section 6.6 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff when entering the building

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign into the electronic signing in system when they arrive, and they will be expected to wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as social workers, educational psychologists, and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out. All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.