Whole School Policy for Safeguarding Incorporating Child Protection

(This policy is an ancillary policy to the overarching Trust Safeguarding Policy)

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An academy within:

neXus Multi Academy Trust

"Learning together, to be the best we can be"

1. Purpose & Aims

1.1. The purpose of this safeguarding policy is to outline our procedures in securing a strong safeguarding culture to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Ensure that all staff are aware of their statutory responsibilities and receive training so that they are skilled in recognising and reporting safeguarding issues;
- Undertake that role so as to enable children and young people at our school to achieve the best outcomes.

1.2. This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3. Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.

1.4. This policy applies to anyone working on behalf of school, including paid staff, volunteers, visitors, agency staff and students.

1.5. The information within this policy provides parents, staff and volunteers with the overarching principles that inform and guide our approach to child protection/safeguarding.

2. Our Ethos

2.1. The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel protected and secure, are encouraged to talk, are listened to as well as feel and are safe. Children at our school will be able to communicate and talk freely to any member of staff at our school if they are worried or concerned about something.

2.2. Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of '***it could happen here***' where safeguarding is concerned.

2.3. All staff, volunteers and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4. Throughout our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. In school, we use our PSHE/RSE and Computing curriculums to provide opportunities for all children and young people to develop knowledge, skills and understanding on how to keep themselves safe from harm. Pupils are educated at a level that is appropriate to their age, stage and level of ability. They are encouraged to develop appropriate safeguarding vocabulary. The content of curriculum includes a broad range of safeguarding topics such as Bullying, CSE, CCE, Safer Stranger, Safe touching, positive relationships and Online -Safety.

2.5. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2023).

3. Legal Framework

3.1. This policy is based on the government's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), , and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

3.2. This policy is also based on the following legislation or guidance documents:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;

- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1

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 pupils at the school;

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

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

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

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

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

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

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

- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment;

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

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children, for any pupils on roll under the age of 8.
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage, where EYFS pupils are on site.
- Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings

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

4. Definitions

4.1. **Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment through intra-familial and extra-familial harm, including online.

- 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

- Taking action to enable all children to have the best outcomes

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

4.3. **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

4.4. **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 1 defines neglect in more detail.

4.5. **Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

4.6. **Children** includes everyone under the age of 18.

4.7. 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) for the area in which the school is primarily located;
- A clinical commissioning group for an area within the LA;
- The chief officer of police for a police area in the LA area.

4.8. **Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

4.9. **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. Equality Statement

5.1. 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.

5.2. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions;

- 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;

- Are at risk of FGM, sexual/criminal exploitation, forced marriage, or radicalisation;

- Are asylum seekers;

- Are at risk due to either their own or a family member's mental health needs;
- Are Children in Care or previously Children in Care;
- Are missing from education or absent for unknown reasons;
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

6. Roles & Responsibilities

6.1. Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors 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.

6.2. The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This is underpinned by our:

- Behaviour policy;
- Pastoral support system;
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

6.3. All staff are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE) and annex B.

6.4. All staff will:

6.4.1. Read and understand part 1 and annex B of the government's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually;

6.4.2. Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance;

6.4.3. Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online);

6.4.4. Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns;

6.5. All staff will be aware of:

6.5.1. Our systems which support safeguarding, including this safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, the online safety policy, and the safeguarding response to children who go missing from education;

6.5.2. The early help assessment process (sometimes known as the common assessment framework) 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;

6.5.3. 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;

6.5.4. 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;

6.5.5. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines);

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

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

6.5.8. The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children;

6.5.9. What to look for to identify children who need help or protection.

6.6. The Designated Safeguarding Lead (DSL)

6.6.1. The DSL is a member of the wider senior leadership team. The name DSL in school is Sally Lockyer. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding the filtering and monitoring processes in place.

6.6.2. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours, if necessary, via email.

6.6.3. When the DSL is absent, the deputies – Rachael Booth (Head teacher) and Darren Atkinson (Deputy Head teacher) will act as cover.

6.6.4. If the DSL and Deputy are not available, then for each department Emily Wilkinson (Lower school) Matthew Holmshaw (Middle school) Charlotte Stewart (Upper school) will act as cover (for example, during out-of-hours/out-of-term activities).

6.6.5. 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;
- Contribute to the assessment of children;
- 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;
- Have a good understanding of harmful sexual behaviour;
- Understand the filtering and monitoring systems and processes in place to ensure the school.

6.6.6. The DSL and deputy DSL will also:

- Keep the Headteacher informed of any issues;

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate;

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies;

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support;

- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

6.7. Nexus Multi Academy Trust

6.7.1. The Nexus MAT Board of Directors will, via delegated responsibilities to the Chief Executive Officer:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development;

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation

- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

- Appoint a named Director to monitor the effectiveness of this policy in conjunction with the full Trust Board. This is always a different person from the DSL.

- Make sure:

  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support;

  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies;

  - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, ensure they meet the government filtering and monitoring standards through regular review, manage them effectively and know how to escalate concerns;

  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold

(low-level concerns) about staff members (including supply staff, volunteers and contractors);

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised. These barriers can include but are not limited to:-

    - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

    - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

    - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

    - communication barriers and difficulties in managing or reporting these challenges

    - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

- Ensure all staff complete regular safeguarding training, including online safety, and is in line with local partners and trust guidance.

- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed;

    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate;

    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

6.7.2. The Chief Executive Officer or their named deputy will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

6.7.3. All members of the Board of Directors will read and understand Keeping Children Safe in Education in its entirety.

6.8. **The Headteacher**

6.8.1. 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;
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

- Communicating this policy to parents/carers 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 updating the content of the training regularly;

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this;

- Ensuring the relevant staffing ratios are met, where applicable;

- Making sure each child in the Early Years Foundation Stage is assigned a key person, where applicable.

6.8.2. Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

6.8.3. They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

7. Confidentiality

7.1. The school operates in line with the Nexus MAT Information Governance Policy and associated procedures. However, in line with the paramountcy principle, the school also recognises that:

- Timely information sharing is essential to effective safeguarding;

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children;

- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe;
- 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;
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests;
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies;
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children;
- The DSL should consider that:
- Parents or carers should normally be informed (unless this would put the victim at greater risk);
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care;
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

7.2. The school has due regard of the 'Seven Golden Rules for Information Sharing' as outlined in the government's Information Sharing Guidance 2024 which include:-
   7.2.1. All children have a right to be protected from abuse and neglect and protecting a child from such harm takes priority over protecting their privacy.
   7.2.2. Communicate with the parent/carer, if practicable and safe to do so, as to who you are sharing information with and why.
   7.2.3. If a child is at risk or there is a perceived risk of harm, consent to share personal information is not always required.
   7.2.4. Seek advice and guidance promptly if there is uncertainty of the legal framework that supports information sharing.
   7.2.5. Ensure that after information has been shared, the person and/or agency/organization takes the appropriate steps to protect the identity of

any individuals who might suffer harm if their details become known to an abuser or associates.

7.2.6. Only share relevant, proportionate and accurate information with agencies/organization who have a role in safeguarding the child and/or providing the family with support.

7.2.7. It is important to record and be prepared to share the reasons which informed your decision to share or not share information.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

7.3. Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system;

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved;

- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

8. Recognising abuse and taking action

8.1. Staff, volunteers and governors are expected to be able to identify and recognise forms of abuse, neglect and exploitation and follow the procedures set out below in the event of a safeguarding issue.

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

8.3. **If a child is suffering or likely to suffer harm, or in immediate danger**

8.3.1. Make a referral to children's social care and/or the police immediately if they believe a child is suffering or likely to suffer from harm or is in immediate danger. Anyone can make a referral.

8.3.2. Tell the DSL as soon as possible if they make a referral directly.

8.3.3. If they are worried about a child in an emergency, contact the Rotherham Multi Agency Safeguarding Hub (MASH) 01709 336080.

8.4. If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions;
- Stay calm and do not show that you are shocked or upset;
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner;
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret;
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own opinion or make judgements on it;
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

8.4.2. Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected;
- Not recognise their experiences as harmful;
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

8.4.3. None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

8.5. If you discover that FGM has taken place or a pupil is at risk of FGM

8.5.1. Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

8.5.2. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
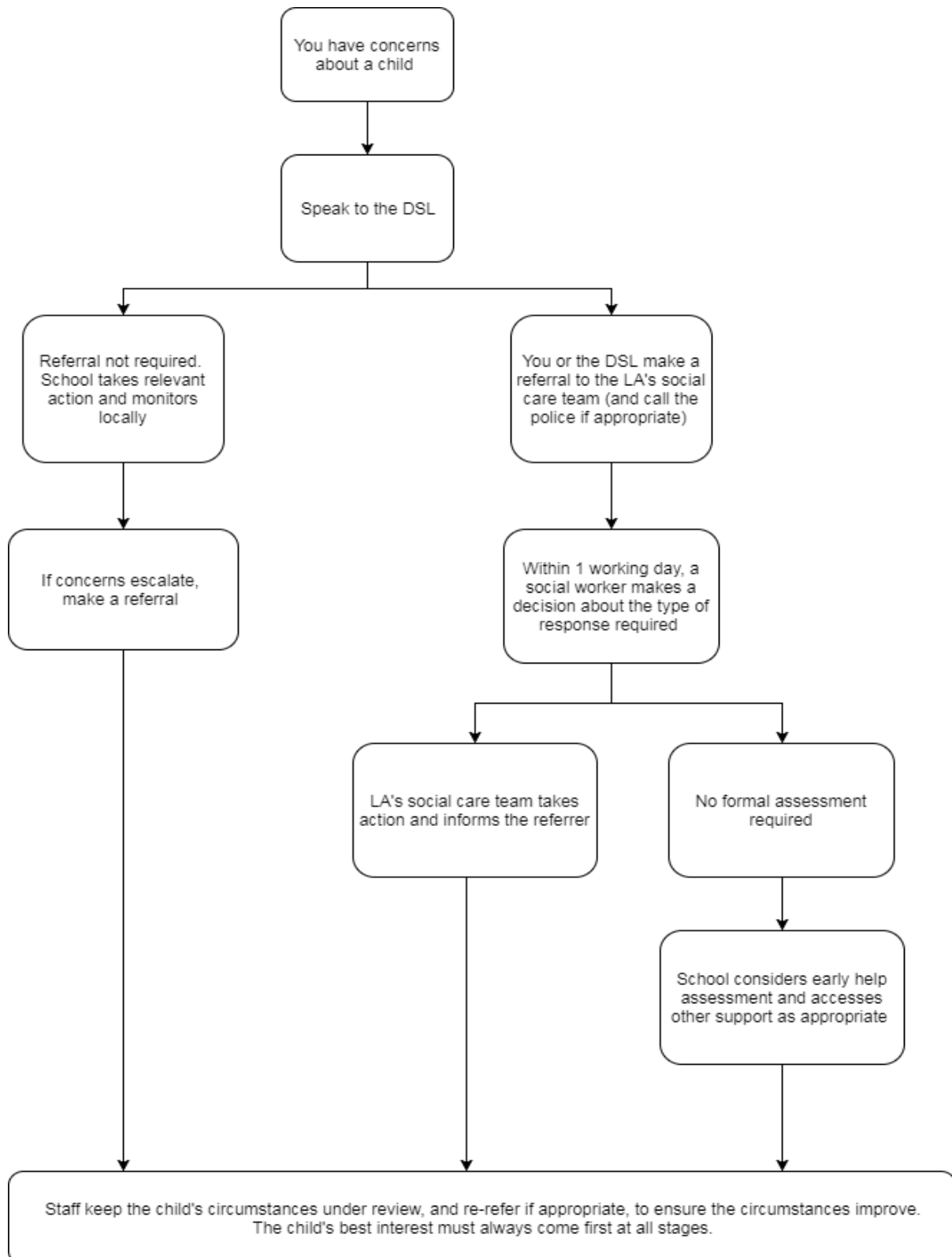
8.5.3. **Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

8.5.4. Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

8.5.5. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

8.5.6. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

8.5.7. The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

8.5.8. **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

8.6. **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)**

8.6.1. Figure 1, below, illustrates the procedure to follow if you have any concerns about a child's welfare.

8.6.2. Where possible, speak to the DSL first to agree a course of action.

8.6.3. If in exceptional circumstances the DSL is 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 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

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

8.7. 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)

You have concerns about a child

↓

Speak to the DSL

Referral not required. School takes relevant action and monitors locally

If concerns escalate, make a referral

You or the DSL make a referral to the LA's social care team (and call the police if appropriate)

Within 1 working day, a social worker makes a decision about the type of response required

LA's social care team takes action and informs the referrer

No formal assessment required

School considers early help assessment and accesses other support as appropriate

Staff keep the child's circumstances under review, and re-refer if appropriate, to ensure the circumstances improve. The child's best interest must always come first at all stages.

8.8. Early help assessment

8.8.1. If an early help assessment 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.

8.8.2. School will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

8.8.3. The DSL will keep the case 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.

8.8.4. An Early Help referral can be made via an online form at www.rotherham.gov.uk/downloads/download/183/early-help

8.9. Referral

8.9.1. 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.

8.9.2. If you make a referral directly, you must tell the DSL as soon as possible.

8.9.3. 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 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.

8.9.4. 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.

8.9.5. The Rotherham Local Safeguarding Children Partnership has a published [practice resolution protocol](#), which should be followed in these instances.

8.10. **If you have concerns about extremism**

8.10.1. 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

8.10.2. If in exceptional circumstances the DSL is 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.

8.10.3. 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.

8.10.4. The government also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

8.10.5. 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

8.11. **If you have a mental health concern**

8.11.1. 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.

8.11.2. 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.

8.11.3. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.

8.11.4. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. They may refer to the government guidance on <u>mental health and behaviour in schools</u> for more information.

9. Concerns about a staff member, supply teacher, volunteer or contractor

9.1. If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the Chief Executive Officer of the Trust.

9.2. Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher or the Chief Executive Officer, report it directly to the local authority designated officer (LADO).

9.3. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

10. Allegations of abuse made against other pupils

10.1. 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", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

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

10.3. Most cases of pupils hurting other pupils 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 pupils in the school at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

11. Procedures for dealing with allegations of child-on-child abuse

11.1. If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation 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;

- 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. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s);

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

11.2. If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

12. Creating a supportive environment in school and minimising the risk of child-on-child abuse

12.1. We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images;

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;

- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent;

- Ensure pupils are able to easily and confidently report abuse using our reporting systems;

- Ensure staff reassure victims that they are being taken seriously;

- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners;

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed;

- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment;

- Ensure staff are trained to understand:

  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports;

  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here";

  - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

    - Children can show signs or act in ways they hope adults will notice and react to;

- friend may make a report;

- A member of staff may overhear a conversation;

- A child's behaviour might indicate that something is wrong;

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation;

- That a pupil 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.

- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it;

- That they should speak to the DSL if they have any concerns;

- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

12.2. The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

12.3. Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this;

- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

13. Sharing of nudes and semi-nudes ('sexting')

13.1. If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately. You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil 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 pupil to delete it;

- Ask the pupil(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 pupil(s) it involves or their, or other, parents and/or carers;

- Say or do anything to blame or shame any young people involved.

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

13.3. It is illegal to create, view and share sexual images of under 18s created using AI technologies. (It is also a crime under the 2009 Coroners and Justice Act to possess or to share non-photographic images of child abuse, for example, drawings and paintings.)

13.4. **Initial review meeting**

13.4.1. Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- What further information is required to decide on the best response

- Whether the image(s) 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 or videos from devices or online services

- Any relevant facts about the pupils 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 pupils involved (in most cases parents/carers should be involved)

13.4.2. 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, extorted 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 images or videos 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 pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

13.4.3. 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 decision will be made and recorded in line with the procedures set out in this policy.

13.5. Further review by the DSL

13.5.1. 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 to establish the facts and assess the risks.

13.5.2. They will hold interviews with the pupils involved (if appropriate).

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

13.6. Informing parents/carers

13.6.1. The DSL or Headteacher will inform parents/carers 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 pupil at risk of harm.

13.7. Referring to the police

13.7.1. If it is necessary to refer an incident to the police, this will be done by the DSL or Headteacher without undue delay.

13.8. Recording incidents

13.8.1. All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

13.9. Curriculum coverage

13.9.1. Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and online safety programmes, where appropriate.

14. Reporting systems for our pupils

14.1. Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

14.2. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

14.3. To achieve this, we will:

- Put systems in place for pupils to confidently report abuse;
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils;

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

14.4. Children will learn in safe culture where they are supported to communicate any concerns they have. All staff will comply with this policy when responding to a child's disclosure, and a support plan will be agreed for any child that has raised a concern.

15. Online safety and the use of mobile technology

15.1. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

15.2. To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

15.3. Our approach to online safety is based on addressing the following categories of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism;
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **Conduct: o**nline behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are

at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

15.4. **To meet our aims and address the risks above we will:**

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology;
  - Keeping personal information private;
  - How to recognise unacceptable behaviour online;
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Ensure there is appropriate filtering and monitoring systems in place and regularly review their effectiveness by:
  - identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
  - ensure that the DSL and key staff are fully trained and understand their responsibilities to manage the school's filtering and monitoring systems;
  - reviewing filtering and monitoring provision at least annually;
  - blocking harmful and inappropriate content without unreasonably impacting teaching and learning; and
  - having effective monitoring strategies in place that meet safeguarding needs.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year;
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' meetings. We will also share clear procedures with them, so they know how to raise concerns about online safety;
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present;
  - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's IT systems and use of their mobile and smart technology;
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones;

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [government's guidance on searching, screening and confiscation](#);
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

15.5. This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy, which you can find on our website.

16. Artificial intelligence (AI)

16.1. Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard and are using them to support their day to day lives.

16.2. We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

16.3. We will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

16.4. Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

17. Notifying parents or carers

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

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

17.3. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care

team before doing so, following advice set out in the government's Information Sharing guidance

17.4. In the case of allegations of abuse made against other children, we will notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

17.5. The DSL or Headteacher will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed;

- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

18. Pupils with special educational needs and disabilities or health needs

18.1. We recognise that pupils with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. 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 condition without further exploration;
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils';
- The potential for pupils with SEND or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges.

18.2. As a school, we have a wealth of expertise in meeting the needs of our pupils an enabling effective communication that gives pupil's agency whilst also ensuring they remain informed of what is happening.

19. Pupils with a social worker

19.1. Pupils 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.

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

19.3. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil'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.

20. Children in Care or previously been in care

20.1. We will ensure that staff have the skills, knowledge and understanding to keep children in care or previously been in care safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after 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.

20.2. We have appointed a designated teacher, Emily Wilkinson, who is responsible for promoting the educational achievement of children in care or previously been in care in line with statutory guidance.

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

20.4. As part of their role, the designated teacher will:

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

21. Complaints and concerns about school safeguarding policies

21.1. Allegations 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, in conjunction with the procedures published by the local safeguarding children partnership.

21.2. Complaints that do not have a safeguarding facet will be dealt with in line with the Trust's Complaints Policy. Where the complainant is a member of staff or volunteer, this will be responded to under the grievance or dignity at work policy.

21.3. The Trust also has a confidential reporting (whistleblowing) policy, which is available for use in all Nexus MAT schools. All Trust policies are published online at https://www.nexusmat.org/about/policies-and-procedures.

22. Record Keeping

22.1. We will hold records in line with our records retention schedule, as per our Information Governance policy.

22.2. 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.

22.3. Records will include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome;
- Concerns and referrals will be kept in a separate child protection file for each child.

22.4. Any non-confidential records will be readily 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.

22.5. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

22.6. Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

22.7. 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 as soon as possible, securely, and separately from the main pupil file.

22.8. To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within;
- The first 5 days of the start of a new term.

22.9. 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.

22.10. The school uses the Child Protection Online Management System (CPOMS) as its workflow and record management system.

23. Training

23.1. All Staff

23.1.1. All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety – which provides an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring and ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect or exploitation.

23.1.2. This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning

- Be in line with advice from the 3 safeguarding partners

- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils

23.1.3. 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.

23.1.4. Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through e-bulletins and staff meetings).

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

23.1.6. Volunteers will receive appropriate safeguarding training, if applicable.

23.2. The DSL and Deputy

23.2.1. The DSL and deputy/deputies will undertake child protection and safeguarding training at least every 2 years.

23.2.2. 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).

23.2.3. The DSL will receive half termly clinical supervision from a suitably qualified and experienced independent safeguarding practitioner, commissioned by Nexus MAT.

23.2.4. They will also undertake in-depth Prevent awareness training and training to understand the filtering and monitoring systems and processes in place at the school.

23.3. Directors/Trustees

23.3.1. All Nexus MAT directors/trustees, as the legal governors of the school, receive training about safeguarding and child protection annually, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge;
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

23.3.2. The Named Director for Safeguarding also access specific training to ensure they can fulfil their duties, including undertaking their role as 'case manager' in the event of an allegation of abuse is made against the CEO.

24. Recruitment & Selection

24.1. As per the Trust's Recruitment & Selection Policy, at least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

24.2. The recruitment checklist provided by Human Resources also ensues other advice in Keeping Children Safe in Education is systematically included in our recruitment processes.

25. Monitoring arrangements

25.1. This policy will be reviewed annually to reflect the latest government's Keeping Children in Education guidance. At every review, it will be approved by the Board of Trustees.

Types of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 by another child or children. Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse 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.

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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet)

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 can be a specific safeguarding issue in education and all staff should be aware of it and understand the procedures for dealing with it.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse; such as 'sextortation'.

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 care-givers)
- Ensure access to appropriate medical care or treatment

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

Allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that an individual, including a current member of staff, a supply teacher, volunteer, contractor or anyone accessing or occupying the school site has:

> Behaved in a way that has harmed a child, or may have harmed a child, and/or

> Possibly committed a criminal offence against or related to a child, and/or

> Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or

> Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer (LADO).

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

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chief Executive Officer (or their designated deputy) where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

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

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused 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 there 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/carers 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.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

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, or to cause harm to the subject of the allegation

› **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 case manager will take the following steps:

› Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below

› 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

Appendix B

> 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

> Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

> **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 All staff have the option to seek advice and support from a Trade Union, and the Trust will ordinarily assign a colleague to be a point of support for staff.

> 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 (only in relation to their child – no information will be shared regarding the staff member)

> 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 school 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 teachers and all contracted staff

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

> › We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

> › The governing board will discuss with the agency whether it is appropriate to suspend the individual, 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 LADO 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

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

> › Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

> › If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

> › If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

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, taking into account 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 school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider 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, unfounded, false or malicious reports

If a report is:

› Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

› Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

› Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

› Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

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 LADO, 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.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

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.

References

When providing employer references, we will:

› Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious

› Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager 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

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

› Suspicion

› Complaint

› Safeguarding concern or allegation from another member of staff

› Disclosure made by a child, parent or other adult within or outside the school

› Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

› Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

› Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

› Being overly friendly with children

› Having favourites

› Taking photographs of children on their mobile phone

› Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

› Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

› Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

› Empowering staff to share any low-level concerns as per section 8 of this policy

› Empowering staff to self-refer

› Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

› Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

› Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

› Directly to the person who raised the concern, unless it has been raised anonymously

› To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the Trust's code of conduct. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Low level concerns are detailed more in the Trust's overarching safeguarding policy.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

› Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

› Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

› Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

› The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

› The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Specific Safeguarding Issues

Children missing from education (CME)

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
>
> › Are involved in CCE/CSE or gang related activities

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.

When managing CME cases, the school will follow the latest government's Child Missing Education statutory guidance which states, where a child has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the child can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the child is

unable to attend because of sickness or unavoidable cause. The child's information should be transferred to the 'Lost Pupil Database' held by the government.

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.

Indicators of CCE can include a child:

› 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 or regularly coming home late

› Regularly missing school or education

› Not taking part in education

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 child sexual 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.

Child-on-Child Abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

> › Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
> › Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
> › Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
> › Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
> › Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
> › Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
> › Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
> › Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

› 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)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 8 of this policy, as appropriate. In particular, section 11 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, 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. This is referred to as 'Operation Encompass'.

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 deputy will seek support from Early Help and 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.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including 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.

FGM

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.

Section 8.5 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- › A pupil confiding in a professional that FGM has taken place
- › A mother/family member disclosing that FGM has been carried out
- › A family/pupil 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 pupil may be at risk of FGM include:

› The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)

› FGM being known to be practiced 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/carers 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 take into account 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

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or

any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

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

The DSL will:

> Speak to the pupil about the concerns in a secure and private place

> Activate the local safeguarding procedures and refer the case to the local authority's designated officer

> Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

> Refer the pupil to an education welfare officer, 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

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 our 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 pupils 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 pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil 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 pupil, they will follow our procedures set out in section 8.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex

› Through a group of children sexually assaulting or sexually harassing a single child or group of children

› Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

› Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them

› Regularly review decisions and actions, and update policies with lessons learnt

› Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns

› Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again

› Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) children are at greater risk.

Staff should be aware of the importance of:

› Challenging inappropriate behaviours

› Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

› Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

› Increased absence from school

› Change in friendships or relationships with older individuals or groups

› 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 (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

› Being male

› Having been frequently absent or permanently excluded from school

› Having experienced child maltreatment

› Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff immediately upon arrival on the school site.

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 in via the visitors' log and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as 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 appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

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 pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we follow the Trust's Uncollected Children Policy.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

Our school has procedures to follow for unauthorised absence and for dealing with children that 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 their going missing in future. 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. Parents ensure that the school has at least two emergency contacts for their child.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means that we request at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

Contextual Safeguarding

Keeping Children Safe in Education 2023 states: 'All staff should …. consider whether children are at risk of abuse or exploitation in situations outside their families' and outlines what school staff should look out for. Within our context, these are the identified potential safeguarding risks our children could face when out and about in their community.

The DSL and deputy DSL will ensure that information is shared as appropriate reflecting current/up to date information where contextual safeguarding needs highlighting i.e. protests, fairs in the local communities, football tournaments.

Community/Social Risk	Known/Potential Risk	Control Measures
E.g. Children accessing spaces within their communities which are known to be a risk to promoting anti-social behaviour and CCE.	E.g. Specific area within the village/town used as a ground for targeting vulnerable children.	E.g. Children are educated through the PSHE curriculum the potential risks when out and about in the community; including being vigilant so not targeted. Local intelligence is shared with families and key safeguarding partners.
During Summer months highlighting places where children/young adults could get into life threatening danger i.e. railway tracks, open water	Hazards that could be life threatening and pose a risk to life.	Timely reminders about the hazards of 'playing' near railway tracks and open water

Behaviour/Social Risk	Known/Potential Risk	Control Measures
E.g. Racial prejudice and Intolerance	E.g. Bullying exists predominantly online and outside of school hours on social media and via private messages however, this can have a knock-on effect to behaviour	E.g. The Behaviour Policy is robust and outlines clear protocols for addressing bullying in all forms. Regular online safety lessons are taught, and children are reminded of the safe use of social media and messaging services. Curriculum design encourages and promotes children's knowledge understanding and tolerance of world religions and cultures

	in school which has the potential to result in physical or emotional harm.	
Demonstrations including gatherings of specific followers within a town	Children and young adults encouraged to join in with gatherings which could see them caught up in inappropriate behaviours.	Current issues addressed as appropriate as part of form tutor group time, morals and values lessons, PfA lessons in accordance with the age, levels of understanding and appropriateness of the concerns with specific cohorts of children/young adults.