

SAFEGUARDING AND CHILD PROTECTION POLICY

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of the Compliance Committee	Carl Dillow		September 2021
Chief Executive Officer	Paul Watson		September 2021
Chair of the Trust Board	Becky Hickford		September 2021
Recommended Review Date:	September 2022		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, Catherine Gautrey catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	January 2017	Updates from new guidance and Trust additions	L Jenkins
	May 2017	Appendix attached.	L Jenkins
2	July 2018	Great number of updates to be compliant with KCSIE 2019 – ready for September launch	L Jenkins
3	November 2018	Further updates in line with additional new Guidance	L Jenkins
4	September 2019	Further updates in line with additional new Guidance	L Jenkins
5	September 2020	Further updates in line with additional new Guidance	Trust Leaders
6	January 2021	Updates to reflect KCSIE changes	Trust Leaders
7	July 2021	Updates to reflect KCSIE changes	Trust Leaders

Glossary

Term	Description
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SCR	Single Central Record
KCSIE	Keeping Children Safe in Education
Must	A legal requirement to comply with legislation
Should	When the advice set out should be followed unless there is good reason not to
Proprietor	In this document is Preston Hedge's Academy Trust

The School's Designated People are:

Buckton Fields Primary School

Hannah Rogers	DSL Overall responsibility for Policy and Practice Attendance lead, behaviour and values lead Safer Recruitment Trained Mental Health Lead Looked after Children Lead Send specialism Early Help Assessment Lead Single Central Record Holder
Tasha McDowell	DDSL Well-being Lead Online Safety Lead
Danny Webb Breakfast / Afterschool Club Manager	DDSL for wrap around care provision

Holne Chase Primary School

Stephanie Boyers	DSL, named CSE lead, overall responsibility for Policy and Practice, Adult – Designated Officer safeguarding concerns, serious cases. LAC Lead Online Safety Lead SCR Safer Recruitment Trained
Sophie Stuart-Buttle	SENDCO Mental Health Lead DDSL
Sarah McConnell	DDSL Family Support Worker
Michaela Welch	SCR Holder

Parklands Primary School

Rachel Winstanley	<p>DSL, named CSE lead, overall responsibility for Policy and Practice, Adult – Designated Officer safeguarding concerns, serious cases Safeguarding induction for volunteers, students and visitors as required by their visit), induction safeguarding training for staff joining mid-year.</p> <p>Making referrals Designated Teacher</p>
Keziah Eason	<p>Deputy Designated Safeguarding Lead L./ Initial internal cause for concern investigations, team support. Make referrals Designated Teacher Online Safety Lead</p>
Shahnaz Zaman	<p>DDSL Early Help Lead Making referrals Safeguarding induction for volunteers, students and visitors (as required by their visit), induction safeguarding training for staff joining mid-year in support of Rachel Winstanley</p>
Georgie Lewis	<p>Deputy Designated Safeguarding Lead Initial internal cause for concern investigations, team support. Make referrals Designated Teacher</p>
Ella Thompson	<p>Deputy Designated Safeguarding lead – early help support to RW, GL, KS and SZ Initial internal cause for concern investigations, team support. Make referrals</p>
Alicia Briddon	<p>Deputy Designated Safeguarding lead – early help support to RW, GL, KS and SZ Initial internal cause for concern investigations, team support. Make referrals</p> <p>Mental Health Lead</p>
Vanessa Tear	<p>SENCO Special Educational Needs Specialism to provide children with SEN/ disability effective safeguarding when required</p>
Kate Clark	<p>SCR Holder Safer Recruitment Trained</p>

Pineham Barns Primary School

Caroline Stewart	DSL, named CSE lead, overall responsibility for Policy and Practice, Adult – Designated Officer safeguarding concerns, serious cases. Attendance lead Behaviour and values lead Safer Recruitment Trained
Emily Dell (Maternity Leave)	DDSL Named Looked After Children lead Senco
Josh Pender	Senco
Emma Evans (Maternity Leave)	Mental Health Support & well-being Lead, DDSL & EHA Lead
Amy Latham	DDSL
Aaron McDonald	Mental Health Support, DDSL, Named Looked After Children Lead, Well-being & EHA Lead
Linda French-Eaton	DDSL Mental Health Lead
Kelly Denton	SCR Holder Safer Recruitment Trained
Ian Sinnamon	Online Safety Lead

Preston Hedge's Primary School

Tracey Coles	Principal, not DSL Attendance lead Behaviour and values lead Safer Recruitment Trained Online Safety Lead
Vanessa Tear	Trust Safeguarding Lead Senior DSL Team manager - initial internal cause for concern investigations co-ordinator, staff training, serious cases. Safeguarding induction for volunteers, students and visitors as required by their visit), induction safeguarding training for staff joining mid-year. Making referrals Special Educational Needs Specialism to provide children with SEN/ disability effective safeguarding when required Named Looked After Children lead
Liz Pearce	Deputy Designated Safeguarding lead – Early help lead, support to VT in Level 3/ 4 cases, initial investigations, team support Make referrals Early Years Specialism
Sarah Straiton	Deputy Designated Safeguarding lead – Assistant Principal Team Support. Makes referrals
Jess Butler-Wood	Deputy Designated Safeguarding Lead Initial internal cause for concern investigations and team support Make referrals
Olivia Lang (maternity leave)	Deputy Designated Safeguarding lead – early help support to LP and VT. Initial internal cause for concern investigations, team support. Make referrals
Claire Clayson	SCR Holder Trust SCR Holder Safer Recruitment Trained
Helen Kendall	Mental Health Lead

This policy must be and adhered to by all the schools in the Trust. Local procedures and protocols are reflected. This is in line with KCSIE 2021.

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Aim

This guidance has been produced to help staff establish the safest possible learning and working environments. Its aims are to safeguard young people and ensure that staff understand appropriate and professional behaviours.

This guidance is to be used by each whole school community within the Trust including staff, volunteers and visitors to school

It is written predominantly using the key documents – application of use should use any superseded documents during specific cases/ issues undertaken. Each school should ensure that they use the Trust guidance/ Safeguarding Policy, Keeping Children Safe in Education 2021, Sexual violence and sexual harassment between children in schools and colleges 2021, and all related documentation.

It is important that this document is used and then more detailed assessment of need made using the current Keeping Safe in Education, Sexual violence and sexual harassment between children in schools and linked documents. The policy highlights key areas for which there is much more detailed information in noted documents:

Documents & Legislation for reference

Keeping Children Safe in Education [September 2021](#). Statutory Guidance for Schools (KCSE), and updated linked guidance. Working Together to Safeguard Children [July 2018](#) and updated guidance 2020. Sexual violence and sexual harassment between children in schools [September 2021](#)

Most recent publication should always be accessed for the below:

Inspecting Safeguarding in the Early Years – [2nd September 2019](#)

Revised Prevent Duty Guidance [April 2021](#)/ The Prevent Duty August 2015

What to do if You're Worried a Child is Being Abused [March 2015](#)

Child Sexual Exploitation – [February 2017](#)

What to do if you think a child is being sexually exploited [March 2015](#)

Multi-Agency Guidelines: Female Genital Mutilation [July 2020](#)

Information for Local Areas on the change to the definition of Domestic Violence and Abuse [March 2013](#)

DfE and ACPO drug advice for schools [September 2012](#)

Searching, Screening and Confiscation [January 2018](#)

Safeguarding children in whom illness is fabricated or induced HM Government 2008 Preventing and Tackling Bullying [July 2017](#)

National action plan to tackle child abuse linked to faith or belief [August 2012](#)

Guidance on Private Fostering [July 2005](#)

Use of reasonable force – Advice for headteachers, staff and governing bodies. DfE [July 2013](#)

Forced Marriage – Foreign and Commonwealth Office and Home Office [May 2021](#)

Preventing Youth Violence and Gang Involvement Home Office [March 2015](#)

Sexting in Schools and Colleges – [UK Council for Child Internet Safety \(UKCCIS\)](#)

Sharing nudes and semi-nudes: advice for education settings working with children and young people [December 2020](#)

Criminal Exploitation of children and vulnerable adults: County-Lines guidance.

[Home Office 2018](#)

Disqualification under the Childcare Act 2006 – [2018 publication](#)

Regulated Activity in Relation to Children: Scope. Factual Note by [HM Government 2012](#)

We recognise the need for use of both National and local guidance and all abuse and associated actions from the documents above will be used in conjunction with –

[Northamptonshire Children's Trust](#) works with both North and West Northamptonshire county councils. Northamptonshire Safeguarding Children Partnership have produced a Threshold [Guidance 2018](#):

The document identifies four levels and needs and provides the local actions to take once the threshold has been decided. These are –

Level 1 – Needs are met through engagement with universal services

Level 2 – Emerging needs require early help or intervention

Level 3 – Needs causing a concern require a targeted support

Level 4 – Needs require specialist or statutory services (complete the multi-agency referral form)

[MK together](#), works across the whole of Milton Keynes to safeguard all, they have produced a Levels of needs document [July 2020](#)

The document identifies four levels and needs and provides the local actions to take once the threshold has been decided. These are –

Level 1 –Universal -Needs are met through engagement with universal services.

Level 2 – Additional - Needs require extra support, provided by universal or targeted services.

Level 3 –Considerable - Needs are more complex and need multi-disciplinary response, lead professional and 'Team around the Family' approach

Level 4 – Specialist - Needs are more complex & enduring & are at risk of significant harm or impairment

Other sources are used as required, and the above documents will form the wider basis for any considerations and decisions that we may make. We reserve the right to make use of any new guidance, given that any findings will further strengthen our Safeguarding approach.

This policy draws together all the guidance in an accessible way for our school community to ensure that everyone understands Safeguarding. We strongly believe that simply providing guidance (as above) to staff is ineffectual alone; therefore, we ensure that the policy provides accessibility and makes the community more effective. It drives training in every Safeguarding training session. Members of the school community should also understand that they are able to access the listed guidance above on the DfE website. In making decisions, leadership will refer to the guidance in addition to this policy. All staff and volunteers are given this policy at induction.

We recognise the importance of key legislation when protecting children, especially;

UN Convention on the rights of the child 1989
Children's Act 1989, 2004, Children and Families Act 2014
Education Act 2002, 2005, 2011
Sexual Offences Act 2003
Protection of Children Act 1999
Safeguarding Vulnerable Groups Act 2006
Childcare Disqualification Regulations 2009
Protection of Freedoms Act 2012
UN Conventions

As a trust, we take safeguarding seriously and we ensure that safeguarding is at the heart of our trust and our schools. We ensure that we all have a strong safeguarding culture with the best interest of the children at the heart of all of our systems, processes and policies ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. As a Trust we have a Trust Safeguarding Partner, who will audit each school once a year on safeguarding practices, including the single central record. We also support all DSLs across the school to ensure best practice is in place and training is up to date. Our Trust Safeguarding training is regular, aligned and the same messages are being delivered with additional regional requirements. This is delivered by our own accredited safer recruitment trainer who is also our DSL trainer, our internet safety trainer and using the same safeguarding material, adjusted for regions, and our prevent trainer. We ensure that all of our employees understand the importance of safeguarding and they understand that 'it can happen at our school'.

Safeguarding Information for all staff

What school staff should know and do

Keeping Children Safe in Education. (KCSIE 2021)

"This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise."

The Teachers' Standards 2012 state that teachers, including head teachers and Principals, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

KCSIE 2021 continues to place a greater emphasis upon ALL adults' role in safeguarding their children, however, the guidance recognises that the Designated Safeguarding Lead and deputies are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff have a responsibility to identify children who may be in need of extra help – or who are suffering, or are likely to suffer, significant harm. All staff must be able to recognise the need for Early Help and discuss this with the DSLs. All staff then have a responsibility to take appropriate action, working with other services as needed, however the DSL/ DDSL is likely to be the lead staff member.

All school staff must know, understand and follow the requirements in this Safeguarding policy. In addition, they must understand the Behaviour and Values Policy, the Staff Code of Conduct, the safeguarding response to children who go missing from education, the role of the DSL and their deputies, have read Part One of Keeping Children Safe in Education (as well as this policy) upon induction.

All school staff must know for children, there is no separation between 'real life' and the 'online world. *'All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of 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 do not want to receive such content.'* KCIE 2021

In keeping children safe who attend our schools, we will -

- Establish and maintain an environment where children feel secure and are encouraged to talk and are listened to.
- Ensure children have fair and honest feedback from staff as far as is possible.
- Ensure children know that there are adults in the school whom they can approach if they are worried and have full respect for “the child’s voice.”
- Ensure that staff, all members of the school community and visitors are able to identify welfare concerns and understand how to report them swiftly.
- Ensure that staff understand national and local trends.
- Ensure that the child’s wishes and feelings are sought and considered when making decisions in the best interests of a child.
- Ensure that the curriculum develops the children as confident individuals who recognise right and wrong, understand Modern British values, value themselves and others and have the skills to share worries and concerns.
- Recognise that each pupil’s welfare is of paramount importance and that some children may be especially vulnerable to abuse e.g. those with special

educational needs and disabilities with increased vulnerabilities to abuse, those living in adverse circumstances or those who witness violence.

- Ensure access to Safeguarding information for all staff (KCSIE)
- Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Where a child is suffering significant harm, or is likely to do so, **immediate** action should be taken to protect that child.
- Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Statutory Guidance expects all staff (and upon staff induction– and in addition to this policy) – to read Part One of KCSIE and to raise any questions about the guidance with the DSL/ DDSL promptly. The schools will also provide training to allow staff to develop and secure their understanding. The DSL/DDS� will provide support for staff to allow them to discharge their role.

School staff are particularly important in keeping children safe as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. School staff see the children more regularly than the vast majority of professionals and know their children well, therefore, they are vital in the wider workforce to protecting children effectively. Staff should also be aware that safeguarding incidents and or behaviours can be associated with factors outside school and or can occur between children outside of this environment. Staff should also consider whether children are at risk of abuse or exploitation in situations outside their families. For example sexual exploitation, criminal exploitation and serious youth violence.

All school members **MUST** be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. They must also be able to identify children who would benefit from Early Help with support from the DSL/ DDSL, (“Providing support as soon as a problem emerges”).

What school staff should look out for:

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- suffers from poor mental health;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse;
- adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child
- is a looked after child

It is an expectation of staff that we have an “it could happen here” attitude “Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.” (KCSIE 21)

‘Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children’s social care (such as a child in need or a child with a protection plan). Information

Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. (KCSIE 2021)

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead or Deputy (listed above).

Taking immediate action when it is required – all staff members.

In exceptional circumstances, such as in emergency where a child could be at risk of harm or a genuine concern that appropriate action has not been taken, staff members can and should speak directly to children's social care – they must not wait to see a DSL/DDSL in the unlikely event that one is unavailable. The staff member should seek advice from the wider leadership team where this is practical and possible. If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately or the Police if harm is imminent/ taking place – by the member of staff who has become aware. Taking immediate action when it is required – all staff members

In exceptional circumstances, such as in emergency where a child could be at risk of harm or a genuine concern that appropriate action has not been taken, staff members can and should speak directly to children's social care – they must not wait to see a DSL/DDSL in the unlikely event that one is unavailable. The staff member should seek advice from the wider leadership team where this is practical and possible. If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately or the Police if harm is imminent/ taking place – by the member of staff who has become aware. They should inform the DSL of this as soon as is possible. Outside of these circumstances, it is preferred that the DSLs are spoken with as they hold other information that could be important. However, we would prefer a referral is made – even if proved to be unfounded – to protect all children from harm if the DSL/ DDSL is unavailable or a staff member is still concerned.

To make a referral, you should ensure that you have access to the pupil's file to give name, DOB and address. However, you should not be deterred from calling social care if you do not have access to this. You will need to call from a number where they are able to phone you back. Local authorities should make decisions on the referral in one working day and should be followed up upon through the local authority if the decision is not given to the referrer in this time. All staff are expected to challenge decisions by social care if they feel children are still at risk of harm. They should press for re-consideration if they are still concerned or the child's situation is not improving.

The Local Authority must let the person who has referred know whether:

- The child requires immediate protection and urgent action is required;
- Whether the child is in need, and should be assessed under section 17;
- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- Any services are required by the child and family and what type of services; and further specialist assessments are required in order to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

Social care – 0300 126 1000
Northants Out of hours - 01604 626938

Milton Keynes MASH 01908 253169
Out of Hours Milton Keynes 01908 265545

“No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.” (KCSIE 2021)

Each school should have details on social care contact – as well as the policy – available on the website for parents and an explanation that they should report concerns directly rather than delaying to see what the school thinks.

What you should do if you have concerns about a child

All schools in the Trust must use My Concern. It is the Principal’s Duty to ensure everyone has had MyConcern training.

Without delay, all schools must complete MyConcern, it should contain the date and time of the issue/ disclosure and show the child’s full name and class. It should be factual and record what children say/ do/ display as accurately as possible. You should also add the reasons that you now feel concerned for the child, this will then be actioned. **It is vital that you record the child’s wishes and feelings as this will be taken into consideration when determining what action to take and what services to provide.**

If there is an internet malfunction or issue involving technology then this must be reported immediately to the DSL or DDSL in their absence.

No information is too small – you should pass any concerns swiftly to the DSL/DDSL.

You should understand that your information could be used by outside agencies, including social care and the Court. However, you are duty bound to report and this forms part of the expectation of choosing to work with children. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action. Staff must refer information every time to the DSL/DDSL and must not keep individual notes on a given child in their own records (unless directed by the DSL/DDSL to keep a diary in cases such as neglect, for use by the DSL/DDSL).

Appropriate confidentiality and sharing information promptly and accurately are an expectation.

Dealing with a disclosure at our schools

If a child chooses to make a disclosure to you, this can be very distressing for yourself. It is important to remain calm and not to show the child this. It is a huge leap of trust that they are placing in you. Reassure the child that you have their best interests at heart and that whilst you cannot keep what they say secret, you will act with their best interests and you will need to talk to DSL/ DDSL. You should remember that your role is not to investigate, as this disclosure will be used by agencies in decision making and your responses should be open, for example “did you want to tell me about that?” It is important to record information accurately and exercise good judgement.

What to do if You're Worried a Child is Being Abused March 2015 provides more detailed information. The NSPCC website is also an additional resource to reference in identifying types of abuse and what signs to be vigilant to.

Training

All our DSL/ DDSL have at least the minimum refresher training at the correct intervals as set out in the current KCSIE (every two years). In addition to this, at least yearly they ensure their knowledge and skills are current and effective by attending courses of specific areas; attending the yearly refresher DSL course; reading documentation; meeting other DSLs; e-bulletins (list not exhaustive).

All staff are expected to attend staff training, (from the DSL/ DDSL) each academic year with additional updates and key areas as required nationally or locally or by school need. Whilst we recognise that this is above the requirement, we value keeping our children safe and believe that this is vital. Any staff who feel they need further training or support should see a DSL/ DDSL to ask for this. Invited staff are expected to attend as part of their employment within our Trust, (including voluntary adults if/ when required). All training must be recorded in a training log. These must be kept updated and available at all times.

All Trustees and specifically the Compliance Committee are responsible for ensuring that this happens and required to attend yearly safeguarding training themselves.

Looked After Children (KCSIE 2021)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Executive Team should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

“Proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. KCSIE 2021

The individual schools must name the Designated Teacher on their policy. (See Paragraph 97 KCSIE for further information on the Designated teacher’s role).

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers and the Designated teacher must be aware of the associated guidance.

The school needs to ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

SEN Pupils and those with Disabilities or Physical Health issues (KCSIE 2021)

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- 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; and
- communication barriers and difficulties in managing or reporting these challenges

NB - Each school in the Trust must have their SENCO as a DSL/DDSL to ensure the best offer of safeguarding is available to these pupils.

Types of abuse and neglect (KCSIE)

Understanding the definitions makes you able to be informed about passing concerns to the DSL/ DDSL. These concerns may be of a serious nature or you may feel that a child is presenting in a way that they would benefit from early help. However, big or small something seems, it should always be passed on to the DSL/ DDSL.

Early help means providing support as soon as a problem emerges at any point in a child's life. Staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

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. 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.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children's Mental Health

KCSIE 2021 makes explicit links with children's mental health and safeguarding. As a result, all staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We recognise that staff can't make a diagnosis, this should only be left to trained professionals; however our school staff are well placed to observe children and identify behaviour which suggests they may be experiencing a mental health problem or that they are at risk of developing one.

Annual staff training from September 2021 ensures that staff are aware of how abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact and effect on child's mental health, behavior and education. If a member of staff has any concerns relating to mental health that is also a safeguarding concern, immediate action must be taken. Staff must follow the Safeguarding Policy, recording concerns on My Concern to notify the DSLs.

Specific safeguarding issues – Further support and links to key documentation can be found in KCSIE 2021

Child Missing from Education and Attendance

Principals/ DSL/ DDSL must have a good understanding of the full guidance for Children Missing in Education.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures as noted below.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Staff MUST report to the DSL/ DDSL, a child who is missing/ has unexplained absence swiftly and the office team are most well placed to do this if they become concerned around specific circumstances. Additionally, poor attendance, patterns of absence or persistent lateness should be discussed with the DSL/ DDSL to ensure that the issue is/ can be investigated.

In the event a child is missing, and further investigations do not satisfy the DSL/DDSLS, we will follow the procedures in place for Northamptonshire or Milton Keynes as appropriate.

The Principals monitor attendance and liaises with the DSL/DDSLS to ensure pupils are attending school and any concerning patterns of attendance are addressed. Our office teams are key in recognising attendance patterns and there is an expectation that they pass information on swiftly.

The school follows the guidance for the removal of pupils from our registers. Additionally, we must inform the local authority of any pupil who fails to attend school regularly, or at intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

On the morning of absence, the office staff must contact the family. If there is no response, all other held contact details should be used to establish that the child is off ill (and safe). If no other channels of communication are effective, the school must conduct a home visit the same day.

Reasonable steps may including asking neighbours if they know where a family is, (you must show your identity badge and always attend with another member of school staff). The Trust has this policy, in part, due to tragic events seen in the news where something has happened to the parent and then, as a consequence, the child.

The Trust expects all schools to go beyond the legal minimum and take every step to hold more than one emergency contact number. KCSIE states that this is good practice as it allows a school to make contact with a responsible adult when a child is missing from education or if there is a welfare and/ or safeguarding concern.

Elective Home Education

If a parent/carer expresses an intention to home educate their children, the school will ensure the local authority is made aware. We will then work with the local authority to agree an “education plan” that is considered in the best interests of the child, especially if the child has SEND, is considered vulnerable or has a social worker.

Although we recognise that the parent/carer may have already removed the child from school, the school will continue to work with appropriate agencies to Safeguard the child. Where Safeguarding concerns exist around the child who is educated at home, our schools will ensure the appropriate agencies are informed immediately of our concerns.

Female Genital Mutilation (FGM)

FGM is illegal.

Teachers must personally report to the Police a disclosure that FGM has been carried out in addition to talking to the school DSL/DDSL through school referral procedures.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls’ and women’s bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

Recognising FGM (Multi-Agency Guidelines: Female Genital Mutilation)

The age at which girls undergo FGM varies enormously according to their community. The procedure may be carried out when the girl is new born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

In identifying prevention of this abuse, our school recognises the importance of not signing for permission of leave in exceptional circumstances without checking attendance, and identifying levels of risk for individual pupils. Support Figure 1: Prevalence in Multi-Agency Guidelines: Female Genital Mutilation (no date cited)

Specific factors that may heighten a girl's risk

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Specific factors that could suggest that FGM is imminent

It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl has already been subjected to FGM:

- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.

- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

In the event of concern of FGM, we will refer to Multi-Agency Guidelines: Female Genital Mutilation (no date cited)

Preventing Radicalisation KCSIE 2021

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on ‘schools’ in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

Children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy safeguarding lead) making a referral to the Channel programme. KCSIE 2021

In our schools, we are aware of the risks posed by the internet and have appropriate online safety procedures in place. Additionally, we ensure the promotion of Modern British Values and have Citizenship and PSHE themes within the curriculum, which would give the opportunity to recognise extreme views and teach children in a way to allow them not to be radicalised as easily.

Our internet has appropriate filters and monitoring, (see Online-safety Policy), to further reduce the risk of radicalisation. Staff referrals should be handed to the DSL/ DDSL in the same way and our school will make use of the Revised Prevent Duty Guidance July 2015 to support our actions.

Domestic Violence

'The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. 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. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.'

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Staff must report any concerns of domestic violence, whether the child has disclosed or not immediately.

When school are notified of an incident of domestic violence outside of school, the designated safeguarding lead will be contacted by appropriate person within the County Council. The email will be sent via Egress/EnCompass and designated safeguarding leads can then share this information with relevant staff and they jointly assess what type of support (silent or overt) needs to be offered to the affected child or young person paying due notice to the recommendations from the Council. The form with the notification must be completed and returned immediately if actions are required. All information must be uploaded to My Concern immediately.

Drugs Use

At our schools, we promote pupil's well-being and provide a curriculum that enables them to understand how to look after themselves, what is healthy and how to be assertive and resilient. If any of our schools were to suspect a child is in possession of drugs, we would follow the DfE and ACPO drug advice for schools. September 2012. Staff must report the concern immediately, bringing the child to a member of the Senior Leadership Team (SLT), providing appropriate supervisory steps for keeping all the children safe and applying the assumption that a drug found could be a controlled drug. The incident must be reported to the Senior DSL who will seek advice from the Trust as soon as possible.

The SLT will then follow guidance in Searching, Screening and Confiscation February 2014 and the DfE and ACPO drug advice for schools. September 2012. The pupil needs to agree to the search. The DSL/ DDSL will also look at the Thresholds and Pathways document to implement appropriate action.

Additional Banned items that pupils must not have:

- illegal drugs or medicine not kept in the school office, including syringes, other than authorised medicine required to be near the pupil;
- knives or weapons;
- alcohol;
- stolen items;
- tobacco and cigarette papers;
- matches and lighters;
- chemicals;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil);
- any material relating to radicalised views

Children who disclose that there is drug use in their home will be supported under the Safeguarding Policy and use of appropriate Thresholds and Pathways document. All staff must report such disclosures in the same way as other safeguarding concerns. Additionally, staff must use reporting procedures and well as our duty of care if they believe an adult responsible for children is under the influence of drugs.

If drugs of any nature were to be found on site, two people must collect the item together to protect

Fabricated Illness

This type of abuse is rare, but our schools are always vigilant. If this type of abuse is suspected, we will follow Safeguarding children in whom illness is fabricated or induced HM Government 2008 and the appropriate Thresholds and Pathways. A parent/ carer may -

- fabricate signs and symptoms. This may include the fabrication of past medical history. It may also include falsification of letters and documents;
- induction of illness by a variety of means.

Faith Abuse

This is abuse linked to faith or belief and the following list is not exhaustive. It includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

If this is identified, we will follow appropriate Thresholds and Pathways as well as accessing the National action plan to tackle child abuse linked to faith or belief to support judgements August 2012.

Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent is not a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

If staff become aware of a private fostering arrangement, they must refer under normal safeguarding procedures.

To ensure that we have a full understanding of private fostering arrangements if they arise, a full birth certificate will be requested on entry to our school as well as completion of the school entry form.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. (See links in KCSIE 2021)

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Bullying including cyber-bullying

Our school has both Anti-bullying and online safety policies which address this. We expect all school staff to recognise the signs of bullying respond appropriately to disclosures about bullying and report all concerns swiftly. We recognise that peer on peer abuse can take place and will make appropriate responses in line with this policy and the anti-bullying policy.

(Sexting) Youth Produced Imagery

There is no clear definition of 'sexting'. Creating and sharing sexual photos and videos of under- 18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks, which need careful management.

'Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive - but children still need to know it is illegal - whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.' KCSIE 2021

(UKCIS) Any new advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is for clarity in guidance. (UKCIS – [UK council for child internet safety](#)).

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. (UKCCIS)

All leadership staff **MUST** refer to guidance promptly to avoid incorrect responses to the issue. Any device considered evidence for the Police must be confiscated immediately.

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSL/ deputies have been told about the content of the imagery.

Guidance from UKCCIS will be followed.

Peer on Peer/Child on Child Abuse including Up skirting

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff should be particularly aware of the additions to KCSIE 2021 referencing “upskirting,” which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence.

We recognise that peer on peer abuse can happen and we would deal with issues in line with child protection actions if a child came to harm (additionally, use associated guidance and policies including the anti-bullying policy and behaviour policy). Peer on peer abuse can also be sex specific issues – for example, girls being sexually touched or boys being subject to an initiation/ violence. As such, any adult with any concern around peer on peer abuse must refer the concern to the DSL/ DDSL as well as the Principal.

We believe that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.” We operate a zero tolerance policy and once the issue is deemed to be Peer on Peer abuse, we will ensure that a DSL/DDS� is present during investigations that are made by the Principal. Where the Principal is a DSL, another member of the safeguarding team or member of the SLT must be present. The victim will be treated with respect and dignity with due consideration to their wishes. We will ensure that immediate provisions are put in place to protect the individual and will work with partner agencies and the pupil’s parents to ensure that the correct actions are taken for the specific circumstances. We recognise the following from KCSIE 2021:

- recognition of the sex of the child of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;
- the different forms peer on peer abuse can take, such as:
- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexting (also known as youth produced sexual imagery):

The UK Council for Child Internet Safety (UKCCIS) Education Group has published [advice for schools 2020 on responding to sexting incidents](#); and initiation/hazing type violence and rituals.

Our school insists on high standards of behaviour, including appropriateness, and all staff are consistent and vigilant.

What is Sexual violence and sexual harassment?

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 and the Sexual violence and sexual harassment between children in schools and colleges 2021 document.

Sexual violence and sexual harassment should be taken seriously. Paragraph 18 of the Sexual violence and sexual harassment between children in schools and colleges 2021 document, says, 'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.' The many forms that peer-on-peer abuse might take can be found in paragraph 49

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'

Children who are victims of sexual violence and sexual harassment wherever it happens, 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 or college. As set out in Part one of this guidance, schools should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (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; and not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and;

- not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and;
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; or sexual exploitation; coercion and threats.

Sexual Violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁴ as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)
 - a child under the age of 13 can never consent to any sexual activity;
 - the age of consent is 16;
 - sexual intercourse without consent is rape.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims 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, it is important school staff understand consent. This will be especially important if a child is reporting they have been raped.

If staff have a concern about a child or a child makes a report to them, they should

follow the Trust referral process (as also set out from paragraph 23 in Part 1 of KCSIE guidance). As is always the case, if staff are in any doubt they should speak to the DSL/ DDSL.

Sanctions for Perpetrators of Sexual Abuse or Harassment

Anyone found to be a perpetrator of Sexual Abuse or Harassment will be dealt with in line with our disciplinary or behaviour policies and as appropriate referred to the police.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The schools will make use of The Forced Marriage Guidance 19th July 2016 and consult with our safeguarding partners if there are any indicators of this.

Honour-based violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as Breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. KCSIE 2021.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak immediately to the DSL/ DDSL.

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Each school must have a named DSL who is responsible for CSE

CSE and CCE are defined as forms of abuse when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like the sex of the child, gender identity, sexual identity, cognitive ability, physical strength and access to economic or other resources. In some cases the abuse will be exchanged for something the victim needs or wants and or will be to the financial benefit or other advantage e.g. increased status of the perpetrator or facilitator.

CSE and CCE can be:

- Perpetrated by individuals or groups
- Males or females and children or adults
- A one off occurrence or be a series of incidents over time
- Range from opportunistic to complex organised abuse
- Involve force and or enticement-based methods of compliance and can involve violence or threats of violence.
- Where victims are exploited even when activity appears to be consensual
- Online as well as in person.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Indicators can include -

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

We are also aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

We will use the following guidance if we suspect this abuse -

Safeguarding Children and Young People from Sexual Exploitation HM Government

Preventing Youth Violence and Gang Involvement

Primary schools are recognised often as the first place to see early warning signs for youth violence and gang culture beginning. Staff should be aware and vigilant to this and report any concerns immediately to the DSL. It is important to understand that it is not only the risk to the individual and others’ safety, but the liability a gang member has if another member of the gang commits a crime. The tables overleaf, highlight some risk factors, but they can vary with each individual child.

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
Child	<ul style="list-style-type: none"> • Troublesome (7-9; 10-12) • High daring (10-12) • Positive attitude towards delinquency (10-12) • Previously committed offences (7-9) • Involved in anti-social behaviour (10-12) • Substance use (7-9) • Aggression (7-9) • Running away and truancy (7-9; 10-12) 	<ul style="list-style-type: none"> • Marijuana use (10-12)
Child's Family	<ul style="list-style-type: none"> • Disrupted family (7-9; 10-12) • Poor supervision (10-12) 	

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
School		<ul style="list-style-type: none"> • Low academic achievement in primary school (10-12) • Learning disability (10-12)
Child's peer Group	<ul style="list-style-type: none"> • Peers involved in crime and/or anti-social behaviour (7-9; 10-12) 	
Community		<ul style="list-style-type: none"> • Marijuana availability (10-12) • Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including sex, cognitive ability, physical strength, status, and access to economic or other resources.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

Violence Against Women and Girls

"Violence against women and girls (VAWG) are serious crimes. These crimes have a huge impact on our economy, health services, and the criminal justice system. Protecting women and girls from violence, and supporting victims and survivors of sexual violence, remains a priority of this government. In 2016 we published our Violence Against Women and Girls (VAWG) Strategy for this Parliament." (Home Office 2016). (See extensive guidance if concerns are raised)

Hate - <http://educateagainsthate.com>

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. KCSIE 2021.

Often when a child has a parent that is in prison, schools are often not made aware by other family members. When this is confirmed, schools work with local agencies including the family social worker to ensure that the child is well supported. There isn't significant support in the community for these families; however social workers will be able to provide advice and work in partnership with the school. Our teams will also ensure that the child has additional well-being support to provide them with time to talk and discuss their feelings.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may

be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. KCSIE 2021.

Additional guidance and links to further information can be found in Keeping Children Safe in Education and should be referenced with regard to further details of the above promptly when assessing a situation and considering initial responses.

Record Keeping and Pupils joining/ leaving our schools

Our Child Protection records are kept securely via MyConcern and follow data protection requirements – classed as sensitive, personal data. Only the DSL/ DDSL can access the files and manage the contents of the use. The Principal needs to be kept up to date and understand how to access all aspects of safeguarding in the absence of the DSL/DDSLS.

The school office is vital in protecting children new to and leaving our school. They are responsible for ensuring that the DSL/ DDSL know pupils are being removed off roll so that any safeguarding records can be transferred and archived. Equally, they are responsible for informing the DSL/ DDSL of new pupils arriving, so that they are prepared for any new safeguarding records to arrive and ensure they have been imported to MyConcern

If records are held, for any child in the school including those leaving at the end of Key Stage Two, then the school will transfer all safeguarding files via MyConcern or hand deliver if new school does not use MyConcern. These files will be transferred within a five day window. We require a signature for receipt of the records and the receipt must be handed/email transferred to a DSL or DDSL. In the case of children transferring to schools that are further away and the new school does not use MyConcern, safe transit must be used (registered post). Again, this must be addressed to the DSL. In line with local protocol, the DSL will archive each case and the receipt of transfer will be uploaded via My Concern

The DSL/DDSLS should also consider whether a receiving school requires information in advance to allow for smooth transition for the pupil. The school must ensure that the child is definitely due to attend the establishment before sharing information.

Upon receiving a child, our office staff will make contact with the previous school to confirm whether records of this nature are held by the school, though the legal liability lies with the previous school. Similarly, staff are expected to contact all Early Years settings for transition and as part of this, remind establishments to check if any Child Protection records are held that need transferring.

Our Duty of Care

By the nature of working in schools, all staff have a duty of care towards all pupils at our schools. Therefore, if there is any foreseeable risk, then staff should seek advice from the DSL/ DDSL/Principal immediately. Whilst every scenario cannot be described, and staff need to exercise their professional understanding, some examples can support decision making. For example, it is foreseeable that if a four year old child is asked to meet a parent at the gate, not the door, there is a foreseeable risk of something happening. If a parent arrives smelling of alcohol and they have their car keys, there is a foreseeable risk. If a child is asked to leave an after school club in the dark and walk home on their own to an empty house consideration needs to be given to what safety provisions have been put in place. In specific cases of foreseeable risk, contact the DSL/ DDSL or a senior member of staff before releasing the child.

In cases where there is no foreseeable risk, but parental arrangements are less than ideal, the DSL/ DDSL should follow this up with parents or ask the class teacher/ Phase leader to do so. It could form part of a concern that leads to “early help” or may be a contributing factor to other concerns. School is duty bound to apply the Vulnerability Matrix (and consider if the local Neglect Tool Kit is required) to such cases of concern.

In addition, where a parent or adult coming into school or onto the site is subject to a conviction or investigation which may make them a risk to our pupils or school community, they will be not allowed on site. Such action will always be considered alongside appropriate legal advice and approved by the Chief Executive Officer.

Disguised Compliance

It is important to recognise disguised compliance.

The NSPCC provides good information about this on their website, (see appendix). The website states;

“Disguised compliance involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Published case reviews highlight that professionals sometimes delay or avoid interventions due to parental disguised compliance.”

We will work with partner agencies, as required, to help to identify and address this issue. Examples of this could be deflecting attention from themselves by blaming other agencies, working well with one agency or agreeing to work with an agency and then not doing so. Staff should also be aware of disguised compliance in the event that something concerns them or that there are outside agency involvements for a child they see regularly and adopt the “what if I’m right approach.”

Working with Other Agencies – We fully uphold guidance in KCSIE 2021 and all associated national and local guidance.

Our school follows the guidance in Working Together to Safeguard Children. We have a high commitment to working with all agencies to protect children in our care.

Of specific note, we would expect social workers to liaise with parents and ensure that they had given permission for access for routine work in school. However, where there is a level of risk suspected in a given situation, we would certainly give permission for the social worker to see the child at school to support the child's safety being assessed without parental permission.

DPA/ GDPR (KCSIE 2021)

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, all leaders must recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place that principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

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

School Principals ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

The Principal must ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share

information. This includes allowing 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.

Opportunities to teach Safeguarding

Each Principal should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), and through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations, which will make the subjects of Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2021.

Whilst it is essential that the Compliance Committee and Executive team ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The Trust has a bespoke Relationships and Sex Education Curriculum.

The curriculum expects that both real life and the online world are addressed in each theme as far as is possible.

The Management of Safeguarding

The role of the Trust in Safeguarding.

The Compliance Committee are responsible for ratification of the Safeguarding Policy. All schools must adhere to both Trust requirements and legislation.

DSLs and Principals are responsible for setting the policy requirements and providing support and challenge to schools but responsibility for discharging all Trust and Statutory duty lies within each school.

The MAT Safeguarding Team will communicate all aspects of their work to the CEO and where noncompliance is present, the CEO will address this alongside members of the Trust and by way of the Compliance Committee. The MAT Safeguarding Team are a network of support for all schools and provide a cohesive approach to safeguarding, including regular advice to schools in protecting children in specific instances.

The DSL and Principal has lead responsibility in their school and holds full responsibility for compliant practice in line with this policy.

See opening table for individual school structures.

The Trust requires copies, of the audit completed for the local safeguarding board and MAT and reports of progress to address actions. The MAT Safeguarding Team appraises and responds to the audit content to ensure compliance in each school.

The Trust ensures that this policy is updated at least annually by the Senior DSLs in the Trust for Safeguarding.

Principals should ensure that the safeguarding policies and procedures, adopted by the Trust Board and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff. The role of the Governing bodies, such as the Trust Board (KCSIE 2021) demonstrates that the Trust Board and proprietors must; (list not exhaustive)

- ensure that they comply with their duties under legislation and all listed responsibilities in KCSIE 2021. They must also have regard to this guidance to ensure that the policies, procedures and training in their Academy are effective and comply with the law at all times;
- ensure that the Academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018. They should also recognise the importance of information sharing between agencies;
- Have current and due regard for the new safeguarding partner arrangements;
- ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the multi-agency safeguarding procedures set up by each Councils' Partnership arrangements;
- ensure a member of the Trust Board usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Principal or CEO. The CEO, unless the allegation relates to them and the Chair of the Trust must be notified. Contact details can be found in each school's staffroom;
- ensure there is an effective child protection/ safeguarding policy in place together with a staff code of conduct and that recognises acceptable use of technology and staff/ pupil relationships;
- should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;

- must ensure member of staff of the school's leadership team in each school fulfils the role of Designated Safeguarding Lead. This must be explicit in the role-holder's job. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- Work with the DSL to meet their Governance Duties as set out in KCSIE.
- Partake in Governance Safeguarding training

The DSL should:

- Liaise with the mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2018. There should always be cover for this role.
- Have due regard to the Northamptonshire & Milton Keynes Partnership Arrangements.
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral, but where the DSL/ DDSL is present, they hold the best information for an effective referral.
- Must undergo updated child protection training approved by NSCB/MK together every two years and annual updates. The Principal and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB.
- Must undergo updated child protection training approved by NSCB/MK together every two years and annual updates. The Principal and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB.
- Support all staff to discharge their safeguarding duties
- The DSL's should work with the Executive Team in the development and implementation of Safeguarding and support them in discharging their role as well as working with the MAT and the Compliance Trust committee.
- Fulfil all duties under Keeping Safe in Education 2021 and all associated legislation, including additional Trust requirements.

Supervision

Supervision and professional discussion are the best way of preventing an error in decision making made by the DSL/ DDSL in the case of child protection/ welfare. We expect a culture of positive challenge to each other regardless of seniority to ensure that we make the right judgements in all cases and do not miss a vital aspect in a case of concern.

We use both formal and informal supervision. There is an expectation of regular supervision discussions as the need arises at all levels. This is to ensure that careful thinking and planning is regularly taking place in decision making and to make all colleagues feel supported in what can be distressing scenarios. Managing risk carries a level of stress and supervision must ensure that all colleagues are supported in protecting children resulting in safe outcomes for our pupils.

The Trust expects formal supervision at times of heightened caseload or in cases carrying serious risk, harm or causing stress to the member of staff actioning the case. This could be in the form of partnership working and challenge.

Supervision should follow the structures of the safeguarding teams, with the DSL accessing the Principal for further support or in the case of the DSL being the Principal, to link with another DSL Principal. Supervision of all staff members supporting a child with safeguarding concerns – but not as the key worker - will be carried out informally and by the DSL with responsibility for the case. We expect formal and regular supervision if the DSL delegate work to a non-qualified teacher such as a Support Worker whilst recognising the considerable skill that these staff members may have.

Concerns about an adult working with children

Whistle blowing Helpline NSPCC 0800 028 0285

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Concerns with Safeguarding regarding a professional's behaviour/ conduct raised via this process will potentially involve the use of the Designated Officer (LADO) by the DSL/ Principal. All Trust schools must inform the CEO as soon as possible that there are concerns.

What staff should do if they have concerns about safeguarding practices or staff member within the School?

All staff and volunteers should feel able to raise concerns about poor or unsafe practice/potential failures in the Academy's safeguarding regime/concerns around a staff member and know that such concerns will be taken seriously by the senior leadership team. **Even if the concern is deemed 'low-level' all adults have a**

responsibility to report these concerns and the leaders/trust must create opportunities for these low-level concerns to be recorded.

'The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college 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 LADO.*

Paragraph 410 gives examples of such 'low-level' concerns which 'could include, but are not limited to:

- *being over friendly with children;*
- *having favourites;*
- *taking photographs of children on their mobile phone, apple watch or other device.*
- *engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,*
- *using inappropriate sexualised, intimidating or offensive language' KSIE 2021*

Concerns should initially be raised to the Principal **both verbally and written recorded**; in the event that staff remain concerned or the concern is regarding the Principal, then they must contact the CEO or Chair of Trust (See appendix). If the staff member is still not satisfied they can report to the LADO/DO or Ofsted.

Those taking such actions in good faith with not suffer a detriment for taking this action.

KCSIE "Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Designated Officer Contact:

Northamptonshire:

ladoreferral@nctrust.co.uk Designated Officer Administrator - 01604 362993.
Designated Officer Andy Smith - contact via the number above
Designated Officer Christine York

Milton Keynes:

LADO Milton Keynes – Jo Clifford 01908 254300
lado@Milton-keynes.gov.uk

The Trust fully upholds all guidance in terms of referring to the DBS/ Secretary of State and this statement is to ensure recognition by all leaders of this requirement. DBS for all members of staff across our schools are updated every three years as good practice. New DBS are also requested for existing members of staff in all schools that join our Trust and any regular supply staff.

Safer Recruitment – Recruitment, Selection and Vetting

We follow all guidance from Keeping Children Safe in Education 2021. Principals must ensure that procedures are followed and are safer recruitment trained.

We recognise we meet the criteria for A Section 128 check. *All new appointments will follow the “pre-appointment checks” as detailed on KCSIE 2021 – Updated 2021, page 40-44.*

Applicants that have lived or worked outside of the UK, are subject to the same pre-appointment checks. We will make any further checks considered appropriate so that relevant events that occurred outside the UK can be considered, including obtaining an enhanced DBS certificate with barred list information (even if the applicant has never been to the UK).

Applicants may be able to provide proof of their past conduct, issued by the professional regulating authority in the country in which they worked. Where available, such evidence can be considered alongside other information obtained through other pre-appointment checks to help assess their suitability.'

Recruitment of an ex-offender

- as an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Preston Hedge's Academy Trust (PHAT) complies fully with the code of practice and undertakes to treat all applicants for positions fairly
- PHAT undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed
- PHAT can only ask an individual to provide details of convictions and cautions that PHAT are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)

- PHAT can only ask an individual about convictions and cautions that are not protected
- PHAT is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- PHAT has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process
- PHAT actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
- PHAT select all candidates for interview based on their skills, qualifications and experience
- an application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
- PHAT ensures that all those in PHAT who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences
- PHAT also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
- at interview, or in a separate discussion, PHAT ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment
- PHAT makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice and makes a copy available on request
- PHAT undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Recruit by becoming a visa sponsor

Skilled Worker visa

Overseas teachers can apply for a Skilled Worker visa up to 3 months before they start work in the UK under the following conditions:

- we, as the employer, are a licensed Home Office employer sponsor and have offered the overseas teacher a teaching job
- the overseas teacher can speak, read, write and understand English
- the role pays at least £20,480 or the relevant minimum rate for teachers in England, whichever is higher (minimum rates for teachers are on the Get into Teaching website) - if the role is part time, pro-rata rates will apply as long as the salary is at least £20,480 a year

Recruit without becoming a sponsor

Graduate visa

The [Graduate visa](#) will be available from summer 2021 to international students who have successfully completed their degree in the UK and been sponsored by a Home Office licensed student sponsor. This includes certain postgraduate courses such as initial teacher training at universities.

Those on a Graduate visa will be able to study, work or look for work in the UK at any skill level without a sponsor for up to 2 years after completing their studies (3 years for PhD students). This includes working as a teacher.

Teachers on a Graduate visa will be able to apply to switch to another visa route such as the Skilled Worker visa without having to leave the UK if they meet the requirements for the other visa route.

Other visas

Teachers on other types of visas may also be permitted to work in the UK. Documents that can be accepted when checking a [job applicant's right to work](#).

Regulated Activity in Relation to Children: Scope

This document must be referred to in order to apply the correct checks.

All schools must refer to the above guidance as well as KCSIE to ensure that they fully assess each role to consider whether it is regulated or not.

Adults not employed by the school

Adults invited into school by school staff are expected to be discussed with the Principal/ / DSL first so that they are both appropriate and the school does not suffer from an excessive numbers of adults. It will be important to risk assess whether or not they are appropriate adults to be in school.

Whilst we operate a comprehensive check (in line with KCSIE) on adults entering our school, we are also vigilant to behaviour causing concerns. (Please refer to sections above about concerns about an adult in relation to safeguarding children)

Supply teachers

We do not use agency workers and only use supply teachers who are well known to our schools. Full checks are carried out and it is the responsibility of each school to ensure that this is done. Concerns or allegations about supply staff must be referred to the Principal and the relevant procedures followed. It is not acceptable to simply stop using the services of the individual (s).

Volunteers

Regulated activity and volunteer guidance is followed. Due to the open plan nature/ break out areas in many of our schools, Principals/ DSLs need to consider carefully

the appropriate level of checks. Volunteers classed as unsupervised must still be supervised correctly. In line with guidance, these are recorded on the SCR.

Induction Arrangements

Volunteers

All volunteer helpers are required to have a discussion with a DSL/ DDSL so that they understand what constitutes something of concern, who to report to, as well as confidentiality. They are to be given this policy.

Students are inducted by the teacher in charge of students who also ensures that they meet the DSL/ DDSL as part of the process.

Registers

All visitors to school, including students, enter through the front office and are required to sign in and out on the electronic system. A photographic badge must be worn on a lanyard. None of the above mentioned are allowed to enter school without the appropriate level of checks (this will be variable depending on the nature of the visit. Eg – a guided tour is supervised and there is no right to ask for safeguarding checks but they would be expected to sign in) whilst pupils are in school.

The Principal does not have the right to ask for checks in respect of family members or visitors for sports day, for example, and must decide upon the most appropriate level of supervision.

All adults not employed by our school are required to meet for a fire register count in the event the alarm sounds.

Visiting Professionals and contractors must show Photographic ID and has had the appropriate DBS check. This can be in the form of an email from the company that they work for confirming that they have had the appropriate checks, or a physical copy can be shown.

Keeping children safe during community activities, after-school clubs and tuition

Organisations renting a space / providing breakfast or after school clubs / tuition should ensure they follow the policies in place for safeguarding and renti

Useful Contacts

Northamptonshire Safeguarding Hub - **0300 126 7000**
Milton Keynes Safeguarding Hub - **01908 253169/70**

Northamptonshire: MASH@northamptonshire.gcsx.gov.uk
Milton Keynes: children@milton-keynes.gov.uk

Out of hours contact Northampton: **01604 626 938**
Out of hours contact Milton Keynes: **01908 265545**

Thames Valley Police – nonemergency 101

Police - emergency – 999

NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/>