

Greig City Academy



Safeguarding and Child Protection Policy Updated for KCSIE September 2024

“Show by a good life that your works are done by
gentleness born of wisdom.”

James 3:13

Key Contacts in the Academy

Designated Safeguarding Lead (DSL): Sophia Simpson, Assistant Vice Principal
020 8609 0167 ssimpson@greigcityacademy.co.uk

Deputy Designated Safeguarding Lead (DDSL): Jermaine Coleman, Assistant Vice Principal
020 8609 0141 jcoleman@greigcityacademy.co.uk

Child Protection Co-ordinator and Designated Member of Staff for Looked After Children: Tracy Adams
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Nominated Governor for Safeguarding: Joye Manyan

The policy was approved by the Governing Body on October 15, 2024. It is reviewed at least annually and may be updated at any time following any changes in national guidance or local policies/processes.

The policy is published on the Academy's website www.greigcityacademy.co.uk and is available in a print/enlarged print version on request to the Exec. PA and HR Manager, Viv Oxley.

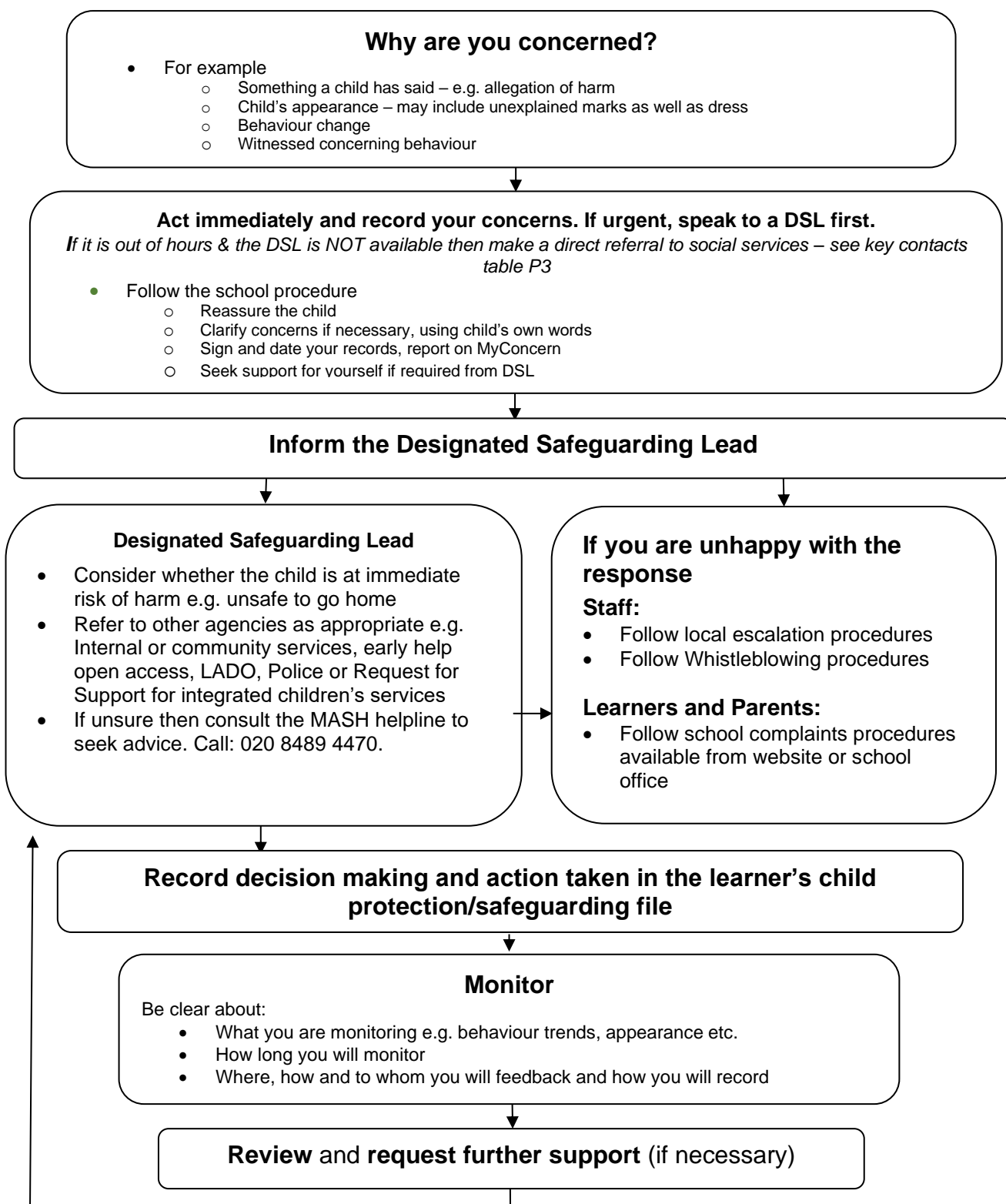
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1. Key Contacts

Post	Postholder	Contact details
Principal	Paul Sutton	020 8609 0175 psutton@greigcityacademy.co.uk
Designated Safeguarding Lead (DSL)	Sophia Simpson	020 8609 0167 ssimpson@greigcityacademy.co.uk
Deputy on-site Safeguarding Lead (DDSL)	Jermaine Coleman	020 8609 0141 jcoleman@greigcityacademy.co.uk
1. Chair of Governors 2. Link Governor for Safeguarding	1. Hugh Reynolds 2. Joye Manyan	c/o voxley@greigcityacademy.co.uk
Child Protection Coordinator and Designated Member of Staff for LAC and PLAC	Tracy Adams	020 8609 0115 tadams@greigcityacademy.co.uk
Social Worker in School (SWIS)	Myrna Tomlinson	07773060214 mtomlinson@greigcityacademy.co.uk
Local Authority Designated Officer (LADO)	Sharon Ackbersingh/John Srivastava	Sharon Ackbersingh LADO LADO@haringey.gov.uk 020 8489 2968/1186
Channel Helpline		020 7340 7264
Haringey Local Safeguarding Children Board		8th floor, River Park House, 225, High Road, London N22 8HQ https://haringeyscp.org.uk/ 020 8489 3145
Multi-agency Safeguarding Hub (MASH) Only use the out of hours number if you are calling outside of normal working hours. Your call will be logged, and the operator will take brief details. An out of hours social worker will ring you back.		Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm 020 8489 4470 Out of office hours, including weekends: 020 8489 0000 Do not use this number if a child needs immediate assistance from Police or Ambulance Services. In these cases, call 999
Making a MASH referral		During your phone call (above) if you are a professional working with children, you may be asked to complete a MASH referral form within 24 hours. This should be emailed securely to mashreferral@Haringey.gov.uk

2. What to do if you have a welfare concern at Greig City Academy



At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety is paramount.**

3. Introduction and Ethos

- **The purpose of this policy is:**

- To protect the safety, welfare and wellbeing of the pupils on roll at our school
- To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
- To ensure staff are aware of their statutory safeguarding duties and responsibilities
- To ensure staff are well-equipped and confident to recognise and report child protection concerns
- To promote an open and listening culture where everyone can voice concerns in the knowledge they will be believed, helped and supported.

- **Our core safeguarding principles are:**

Promotion: making sure students, parents, staff, and all adults who come into contact with children know the systems and the support in place to keep children safe and that a culture of vigilance permeates across the school

Prevention: positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support: for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

Working with parents and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- The Academy recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children with an essential role to play in making the school community safe and secure.
- Staff and other adults working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- The best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- The Academy recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. Children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- The Academy expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to the Haringey Multi-agency Safeguarding Hub (MASH) – see P2 above for contact details.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2024 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2024.

4. Legislation and guidance

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2024 (KCSIE)
 - Working Together to Safeguard Children 2023 (WTSC)
 - Ofsted: Education Inspection Framework' 2019 (last updated July 2023)
 - Children's social care national framework (December 2023)
 - Framework for the Assessment of Children in Need and their Families 2000)
 - The Education (Independent Schools Standards) Regulations 2014
 - Multi-agency statutory guidance on female genital mutilation (July 2020)
 - The UK GDPR 2018 and The Data Protection Act 2018
- Section 175 of the Education Act 2002 requires school governing bodies to make arrangements to safeguard and promote the welfare of all children who are pupils at a school. Such arrangements must have regard to any guidance issued by the Secretary of State.
- Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	Lists what must be recorded on the single central record. Requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B (11))	Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
The Marriage and Civil Partnership (Minimum Age) Act 2022	Officially came into force on 27 February 2023 and prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether or not they have parental consent. An offence to cause a child to marry before 18 th birthday, also applies to non-binding unofficial marriage.
Rehabilitation of Offenders Act 1974	Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	Defines what 'regulated activity' is in relation to children

5. Human Rights, Equalities and Public Sector Equality Duty

- The Academy is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010, including its Public Sector Equality Duty, and the local multi-agency safeguarding arrangements in Haringey and other local authorities in which its students may reside.
- The Governing Body and senior leaders recognise that, under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools are:

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

Article 14: requires that all the rights and freedoms set out in the Act must be protected and applied without discrimination

Protocol 1, Article 2: protects the right to education.

- The Governing Body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all these rights, depending on the nature of the conduct and the circumstances.
- The Governing Body and senior leaders will adhere to the Equality Act and will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The Governing Body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant policies/provision are being developed, the Governing Body and senior leaders will give specific consideration to the equality implications of their decisions.

6. Related Safeguarding Policies

- This policy is one of a number, which reflect the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies listed below:

Attendance and punctuality

Special educational needs

Behaviour management, including searching, screening and confiscation, use of physical restraint, anti-bullying strategy

Curriculum

Relationships and Sex and Health Education (RSHE)

Online Safety, including social media and mobile technology, image use, Acceptable Use of Technology (AUP), filtering and monitoring, teaching online safety

Child on-child abuse policy, including sexual violence and sexual harassment - **included here at Appendix 3**

First aid and managing medical needs

Health and safety, including use of the premises by other organisations

Risk assessments (e.g., school trips, use of technology)

Safer recruitment

Staff Code of Conduct – including dealing with low level concerns

Dealing with allegations of abuse against staff – statement in separate document

Staff disciplinary procedures

Whistleblowing

Data protection and Information sharing

7. Definition of safeguarding

- In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - Protecting children from maltreatment whether that is within or outside the home, including online
 - Preventing the impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes.
- This definition is now in line with 'Working together to safeguard children' 2023.

- Safeguarding is what we do to prevent children suffering or coming to harm, whether that is within or outside the home, including online.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners with which the school works to safeguard its students are the local authority, the local clinical commissioning group, and the chief officer of Police for the local authority area (Haringey Safeguarding Children Partnership).
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. (See Appendix 1 for a more detailed explanation.)
- At Greig City Academy we are aware that abuse, neglect and exploitation can take place inside and outside the school, inside or outside the home, and online.
- KCSIE 2024 notes the use of widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. Not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We think carefully about the use of the term '**alleged perpetrator(s)**' and '**perpetrator(s)**' especially when speaking in front of children, because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident, we will use any term with which the individual child is most comfortable.

8. Informing staff and others of safeguarding policy

- All staff (including temporary staff and volunteers) will be provided with, and will retain, a copy of this policy, confirming in writing that they have read and understood its contents, are familiar with the school systems and will adhere to them. Copies will be posted on the school's website and intranet.
- Visitors to the school will be given a leaflet detailing our safeguarding arrangements, which also cover fire safety, first aid and health and safety. Visitors will be asked to sign to say they have read, understood and will adhere to the arrangements.
- Parents/carers can obtain a copy of this policy downloaded from the school website together with other related policies: www.greigcityacademy.co.uk.
- Additionally, these and other policies are available in hard copy from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, orally and via the school website. The DSL will ensure pupils are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support, and kept informed of actions being taken.

9. Roles and Responsibilities

The Governing Body

- The Governing Body takes responsibility for strategic leadership, recognises that it is a 'whole school approach' for the school's safeguarding arrangements and that these arrangements will comply with their duties under legislation and have full regard to KCSIE 2024. This includes ensuring the school's policies, procedures and training are effective and always comply with the law.
- The Governing Body will ensure the school's systems enable pupils to report what is happening to them.
- The Governing Body will ensure the appointed DSL is a senior member of staff. The role of the DSL (and deputies) is set out in KCSIE Annex C, is summarised in the section below, and will be made explicit in the postholder's job description.
- The Academy has a nominated governor for safeguarding. This governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that

locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- The Governing Body will take an active role in monitoring the effectiveness of safeguarding arrangements and providing support to the DSL in line with Part 2 KCSIE 2024. This will include visits to school, regular contact with the DSL and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.
- The Governing Body and senior leadership team recognise the significant level of responsibility of the DSL role. They will ensure the postholder and any deputies are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the DSL is absent.

The Principal

- The Principal will ensure that the policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

The Designated Safeguarding Lead (DSL)

- The Academy has appointed Sophia Simpson, Assistant Vice Principal (Pastoral) as DSL and Jermaine Coleman, Assistant Vice Principal (Pastoral) as Deputy DSL (DDSL), who will have delegated responsibilities and act in the DSL's absence.
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems. Whilst the activities of the DSL may be delegated to the deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. Job descriptions that align to KCSIE 2024 Annex C are in place for the DSL and deputy DSL, and the DSL job description is summarised below.
- The DSL and DDSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. This training is updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- The Principal will be kept informed of any significant issues by the DSL.
- During term time the DSL or DDSL will always be available during school/office hours for staff in the school to discuss any safeguarding concerns. This will be in person, but, in very exceptional circumstances, this may be by telephone or online, for example Skype or Zoom. The school will inform parents of out-of-hours reporting arrangements and cover arrangements for out-of-hours/out-of-term activities. On weekends and out of school hours, the DSL/ DDSL will generally be contactable via email and can be contacted via telephone. The safeguarding team liaise with Haringey MASH Team to provide them with details regarding staff availability over the holidays.

- The prime roles and responsibilities of the DSL and the DDSL are:
 - Managing and dealing with reports of concerns from staff and other sources and managing referrals to local authority children’s social care, Channel programme, the Disclosure and Barring service and to the Police where a crime may have been committed
 - Working with others
 - Information sharing and managing the child protection file
 - Raising awareness
 - Training, knowledge and skills
 - Providing support to staff
 - Understanding the views of children
 - Holding and sharing information

- See Appendix 2 for the full job description of the DSL and DDSLs as set out in KCSIE Annex C.

- **The Academy has appointed Tracy Adams as Child Protection Co-ordinator/Designated Member of Staff for Looked After and Previously Looked After Children** with responsibility for:
 - i. Referring cases of suspected abuse to the local authority MASH and other relevant agencies; and immediately providing the DSL with details of the referral.
 - ii. Attending regular meetings with relevant external agencies both at school and off-site.
 - iii. Acting as a secondary initial point of contact for all external child protection related enquiries.
 - iv. Providing guidance to staff on procedures for supporting the needs of looked after children.
 - v. Liaising with Haringey’s Virtual School Head for looked after and previously looked after children.

- **All members of staff** have a responsibility to:
 - i. Provide a safe environment in which children can learn.
 - ii. Be aware that abuse or neglect can happen here, and that safeguarding is everyone’s responsibility.
 - iii. Build trusted relationships with children and young people that facilitate communication.
 - iv. Undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and ongoing regular updates as required, and at least annually, so that have the relevant skills and knowledge to safeguard children effectively.
 - v. Actively promote welfare and safeguarding, including online safety, of pupils.
 - vi. Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
 - vii. Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
 - viii. Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
 - ix. Exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may need help or protection.
 - x. Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting any form of abuse and/or neglect; and never make a child feel ashamed for making a report.
 - xi. Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or be threatened. This could be due to vulnerability,

disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

- xii. Understand the early help process and their role in it.
- xiii. Understand the school's safeguarding policies and systems.
- xiv. Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- xv. Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- xvi. Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- xvii. Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE 2024 - Part 1 and Annex B.
- xviii. Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

- **Children and young people** have a right to:

- i. Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings considered.
- ii. Contribute to the development of school safeguarding policies.
- iii. Receive help from a trusted adult.
- iv. Learn how to keep themselves safe, including online.

- **Parents/carers** have a responsibility to:

- i. Understand and adhere to the relevant school policies and procedures.
- ii. Talk to their children about safeguarding issues and support the school in its safeguarding approaches.
- iii. Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
- iv. Speak to school staff if they have any concerns about the welfare, wellbeing and safety of their children.

10. Recognising Indicators of abuse, neglect and exploitation

- All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children 2023 and KCSIE 2024.
- All staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home, online and offline.
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- The Academy recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse: physical abuse, sexual abuse, emotional abuse, and neglect.
- Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. (For further information see Appendix 1.)
- **All** staff should have an awareness of specific safeguarding issues that can put children at risk of harm, including online. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes but is not limited to:

Child abduction and community safety incidents Children with family members in prison Children missing/goes missing from education, home or care Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE) County Lines Cybercrime Domestic abuse Faith based abuse	Female Genital Mutilation (FGM) Forced marriage Gangs and youth violence Gender based abuse and violence against women and girls Homelessness Honour based abuse (so called) Mental health Modern slavery & the National Referral Mechanism Online safety (including awareness of the school's systems for filtering and monitoring)	Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying) Preventing radicalisation and extremism Relationship abuse Serious Violence Sexual Violence and Sexual Harassment Upskirting Youth produced sexual imagery, nudes/semi-nudes ("Sexting")
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- Additional information on these and other issues are included in KCSIE Part 1 and Annex B of the full KCSIE, both of which staff are required to read.
- Members of staff are aware that concerns may arise in many different contexts and can vary in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- **All** staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist 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.
- Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused. However, all concerns should be taken seriously and explored by the DSL.
- In all cases, if staff are unsure, they should always speak to the DSL or DDSL.

11. Child protection procedures – taking action

- The Academy adheres to Haringey Safeguarding Children Partnership (HSCP) procedures, which can be found on their website: <https://haringeyscp.org.uk/>.
- Staff (also volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections if they were to identify or have a worry about a child protection issue. These procedures will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL.

- All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Action if a child is in immediate danger, or suffering harm or likely to suffer harm

- As soon as a member of staff becomes aware that a child is suffering or likely to suffer harm, they must inform the DSL/DDSL and make a report on MyConcern. Any handwritten notes should be scanned and added to the electronic record. If the child is deemed to be in immediate danger or risk, the DSL/DDSL must be alerted immediately. If not via MyConcern, they can send an email to the Safeguarding Team or ask Duty to temporarily cover their lesson so they can speak to the DSL.
- The DSL will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to the Haringey Multi-agency Safeguarding Hub (MASH) and/or the police.
- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call staff should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During the phone call if you are a professional working with children, you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to mashreferral@Haringey.gov.uk.
- Any member of staff/adult making a **direct** referral to the MASH team must inform the DSL as soon as possible verbally and provide a written record of the concerns and actions taken.

Action regarding concerns about a child where the child is not in immediate danger or risk,

- Staff must be vigilant at all times; they may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's wellbeing, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on MyConcern. The DSL will ensure that there is continuous monitoring of the MyConcern so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL/DDSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure them that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.
- Stay calm and do not show that you are shocked or upset. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next.
- If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Make a report on MyConcern.
- Speak to a DSL or DDSL immediately if the child is in **immediate risk** or **has been harmed** as noted above.
- Under no circumstances should the staff member undertake any investigation into the concern.
- Any allegations about staff must be reported directly to the Principal or in their absence, the DSL/DDSL unless the allegation is against the Principal in which case the chair of governors should be informed.

Action if a concern about a child has been identified

- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).

Making a record of a concern or disclosure

- Any child protection concerns should be entered into MyConcern. If the concern is a direct disclosure from a child, then this should be recorded in writing so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court. The start, end time, location and date should be added to the report. A summary of the report should be made on MyConcern and the DSL or deputy informed immediately.

12. Notifying parents and carers of child protection concerns

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or DDSL, although this may be delegated to another member of staff who is part of the safeguarding team and may already be working with the family.
- The DSL will liaise with MASH, before deciding not to inform parents/carers of a child protection concern.
- In the event of a request for support to MASH being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by the HSCP.
- Parents/carers will normally be notified in the case of allegations of abuse made against other students unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

13. Multi-Agency Working

- The Academy recognises and is committed to its responsibility to work within the Haringey Safeguarding Children Partnership (HSCP) arrangements. The senior leadership team and DSL and DDSL will work to establish strong and co-operative local relationships with professional safeguarding partners and other agencies, in line with statutory guidance. This includes contributing to HSCP processes, such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, strategy meetings, child in need meetings or other early help multi-agency meetings.

14. Early Help Assessments

- Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. The Academy, in line with Working together to safeguard children (2023), recognises the importance of early recognition and intervention in safeguarding children. The school follows the guidance in paragraph 131 of Working Together to safeguard children in conducting effective early help assessments.
- Staff are trained to be alert to the potential for early help, to identify children that may benefit from early help and to raise their concerns with the DSL.
- If the DSL views that an early help assessment is appropriate, they or the DDSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment.
- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support

or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey MASH.

- Examples of children who may benefit from early help include a child who:
 - is disabled or has certain health conditions or has specific additional needs
 - has special educational needs
 - has a mental health need
 - is a young carer
 - has returned home to their family from care
 - is frequently missing from education, care or from home
 - shows signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a family member in custody or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or forced marriage
 - is a privately foster child
 - is persistently absent from education, including persistent absence in a part of the school day
 - has experienced multiple suspensions, is at risk of being permanently excluded from school or alternative provision

15. Confidentiality information sharing and record keeping

Confidentiality and information sharing

- The only purpose of confidentiality in relation to safeguarding and child protection is to benefit the child. The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of students.
- A member of staff must never guarantee confidentiality to a student, nor should they agree to keep a secret since, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.
- However, the child should be reassured that:
 - their disclosure will be taken seriously, and it is not creating a problem
 - their disclosure will be shared only with relevant staff
 - staff will be sensitive to their feelings and concerns
 - their wishes will be heard, and they will be informed of actions and support
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff must be held in confidence.
- Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The Academy recognises its duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2024.

- The Data Protection Act 2018 and the UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: a) it is not possible to gain consent; b) it cannot be reasonably expected that a practitioner gains consent; and c) if to gain consent would place a child at risk.
- The Academy has an appropriately trained Data Protection Officer (DPO), Paul Letford, Assistant Vice Principal, as required by the UK GDPR to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- DfE Guidance on [Information Sharing](#) (May 2024) provides further detail on the 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information. A copy can be found in the staff drive under 'Policies and Procedures – Safeguarding documents'.
- If staff are in any doubt about sharing information, they should speak to the DSL/DDSL/DPO.

Record keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing (this may be used as evidence if the disclosure becomes a Police matter) and on MyConcern. This should include speaking to the DSL. A body map will be completed if injuries have been observed.
- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority. Records will include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome
 - the rationale for decisions, including referrals and when referrals were not made.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with UK GDPR legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance, punctuality, and behaviour.
- All safeguarding records will be transferred, in accordance with UK GDPR legislation, to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

16. Staff Induction, Awareness and Training

- The school aims to keep the profile and importance of safeguarding high with staff, pupils, parents, governors/trustees, visitors and other adults who are associated or work with the school.
- All staff are expected to be understand systems within the school that support safeguarding. This will be explained to them as part of staff induction and information will be updated on a regular basis to ensure they are fully aware of current practice. This includes:
 - safeguarding and child protection policy, including the policy and procedures to deal with child-on-child abuse
 - behaviour policy, including measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying
 - the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
 - the staff code of conduct including low level concerns, allegations against staff and whistleblowing
 - the role and identity of the DSL/DDSL
- Staff are informed of the key changes in KCSIE in the first week of the autumn term.
 - All staff have been provided with a copy of Part One of KCSIE 2024, which covers safeguarding information for all staff.
 - School leaders, including the DSL, will read the entire KCSIE document.
 - All members of staff must also read Annex B of KCSIE.
 - All members of staff will sign to confirm that they have read and understood KCSIE Part 1 and Annex B in addition to this policy. A register is kept on the single central record.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection training will take place every two years and will include online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in reporting safeguarding concerns, Prevent, mental health, child-on-child abuse and domestic violence.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.
- All staff members (including volunteers, agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).
- The DSL and Principal will provide regular reports to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.
- Although the school has a nominated lead for the Governing Body, all governors will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

17. Safer Working Practice

- All members of staff are required to work within clear guidelines on safer working practice as outlined in the staff code of conduct.
- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant policies including Acceptable Use and online safety policies.

18. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The Academy will provide appropriate supervision and support for all members of staff to ensure that:
 - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
 - staff are supported by the DSL in their safeguarding role.
 - staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional supervision and support if they so wish. Staff may also approach organisations such as their Union, NSPCC helpline, HEP, or other similar organisations directly.

19. Online Safety

- The Academy recognises that the use of technology presents challenges and risks to children and adults both in and out of school. We will empower, protect and educate students and staff in their use of technology and establish processes to identify, intervene in, and escalate any incident where appropriate. Our approach to online safety is set out in detail in:
 - The online safety policy: including mobile technology, social media and use of images policies
 - Mobile phone policy
 - Remote learning policy
 - Role and responsibilities of the DSL
- Our approach is also integrated with other policies and plans, for example, curriculum plans, behaviour, child-on-child abuse and RSE/PSHE policies.
- The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.

Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with the Network Manager and other relevant members of staff.
- The Academy uses a wide range of technology: computers, laptops, Chromebooks, digital devices, the internet, intranet and email systems, our learning platform – Microsoft Teams, and other online platforms used from time to time that are continuously risk assessed. All school-owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- The Academy recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. Our policies/processes are shared and understood by all members of the school and are set out in our Online Safety Policy, available from the staff drive, on the intranet and school website.
- The Academy will do all we reasonably can to limit children's exposure to online risks and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE [standards for filtering and monitoring](#) (March 2023). These are:
 -
 - Identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - Review filtering and monitoring provision at least annually.
 - Block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - Have effective monitoring strategies in place that meet their safeguarding needs
- To ensure we meet the standards for filtering and monitoring, we will:
 - consider the age range of students, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
 - ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively, and know how to escalate concerns when identified
 - inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation
 - require students, staff and visitors if they discover unsuitable sites or material to follow the school procedures: turn off monitor/screen, report the concern immediately to a member of staff, and report the URL of the site to the Network Manager
 - record and report to the DSL and appropriate technical staff, any filtering breaches or concerns identified through our monitoring approaches
 - immediately report any access to material believed to be illegal to the appropriate agencies, such as the [Internet Watch Foundation](#) and the Police.
 - ensure that in implementing appropriate filtering and monitoring “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
 - review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting the DfE standards
- The DNS filtering and monitoring system used by the Academy provides consistent filtering across a variety of devices, including mobile devices which are increasingly in use for learning.
- Governors and senior leaders will check regularly on the effectiveness of the filtering and monitoring systems.
- Whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety:
 - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
 - Staff will supervise learners' internet use according to their age and ability.
 - Learners will be directed to use age-appropriate online resources and tools by staff.
- The Academy will ensure a whole school response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

- The Academy will support parents/carers to become aware and alert of online safety issues by:
 - providing information on our school website and through emails/letters
 - highlighting online safety at parent events
- The Academy will ensure that online safety training for all staff is aligned with and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and behaviour, and systems for searching a mobile phone.
- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

20. Remote Learning

- The Academy will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or Microsoft Teams. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our behaviour policy, staff code of conduct and Acceptable Use/E-Safety policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents/carers will be informed who from the school (if anyone) their child is going to be interacting with online and who they contact in case they need help and/or support.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

21. Safeguarding Children with Special Educational Needs and Disabilities or Health Issues

- Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. 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.
 - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.

- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- All members of staff will be encouraged not to assume that possible indicators of abuse such as behaviour/mood change, or injuries are related to a child's special educational needs of disability; and to be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, the school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and SEND Information Report.
- The DSL/DDSL will work closely with the SENDCos, Dawn Henriques and Edyta Piorkowska, to share information, plan support, and monitor as required.

22. Mental health and children requiring mental health support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences, can impact on their mental health, behaviour, attendance and progress in school. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.
- The school has appointed a lead for mental health, Yvonne Brown, who has been trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the school.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, they should speak to the DSL or DDSL.
- The school is proactive in promoting the mental health and wellbeing of pupils. This includes links to the school's approach for preventing and tackling bullying and mental health strategy.
- The school has in place a range of ways to support children's mental health both within and beyond the school. Within school, this includes support from schools' counsellors, mental health first aiders, the Social Worker in School (SWIS), and provision of safe spaces.
- The school also seeks support and advice from specialist agencies where required and makes use of a range of resources produced by Public Health England to promote positive health, wellbeing and resilience.

23. Children in need of a social worker (Child in Need and Child Protection Plans)

- The school recognises that children may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child's safety, wellbeing, welfare and educational outcomes.

24. Looked after children, previously looked after children (LAC and PLAC) and care leavers

- The Academy will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
- The DSL has details of a child's social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The school has appointed a designated member of staff, Tracy Adams the LAC and PLAC Lead, who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The postholder:

- works closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- works with virtual school heads to promote the educational achievement of looked-after and previously looked-after children. This includes the statutory duties of the Virtual School Heads (extended in June 2012 [Promoting the education of looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/promoting-the-education-of-looked-after-and-previously-looked-after-children) and the non-statutory responsibility ([Children's social care: virtual school head role extension - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/childrens-social-care-virtual-school-head-role-extension) updated in March 2024) for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.
- The DSL and LAC/PLAC lead will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appointed Personal Adviser, and liaise with them should any issues occur.

25. Children who are absent from education/missing education

- Children absent from education are registered on a school roll. Children categorised as missing education are either not registered at a school or else not receiving suitable education in place of a school setting.
- Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including mental health problems, substance abuse, radicalisation, FGM or force marriage, neglect, child sexual and child criminal exploitation - particularly county lines.
- The Academy accepts the importance of its responsibility to students with unexplained and prolonged periods of absence keeping them safe and in reducing the risk of them becoming a child missing from education in the future. This includes students where problems are first emerging and also those already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), or where being absent from education may increase known safeguarding risks within the family or in the community.
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits. The school has robust procedures in place for monitoring the whereabouts, wellbeing and safety of pupils who are absent from education, particularly on repeat occasions and/or prolonged periods. Any concerns will be acted on as safeguarding and following the school safeguarding procedures. This is set out in the school's attendance policy.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, wellbeing and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the wellbeing of a pupil.
- The school understands its duty to report any missing children to the local authority, including the information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

26. Child-on-Child Abuse

- All members of staff recognise that children can abuse other children and that this can happen both in and out of school and online. No form of abuse will be tolerated; all victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.
- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

- that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. It is important, if staff have any concerns regarding child-on-child abuse, that they speak to the DSL/DDSL.
- the importance of challenging inappropriate behaviour between children that is abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- that some child-on-child abuse issues may be affected by the gender, age, ability and culture of those involved.
- that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.
- In line with KCSIE 2024, the school recognises that child-on-child abuse is likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - sexual violence
 - sexual harassment
 - upskirting
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Fuller details of the types and forms that child-on-child abuse can take are detailed in our child-on-child abuse policy (Appendix 2), which sets out the procedures the school will follow when responding to concerns relating both to child-on-child nonsexual abuse/bullying and to abuse of a sexual nature.
- The Academy recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy) (cf. Appendix 2 for details).

27. Children who are lesbian, gay, bisexual, or gender questioning

- A child or young person being lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm; however, other children can sometimes target them. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who are.
- However, the Academy is aware that the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
- When families/carers are making decisions about support for gender questioning children, the Academy’s approach will be to encourage them to take clinical help and advice.
- When supporting a gender questioning child, the Academy will:
 - consider the broad range of their individual needs
 - do this in partnership with their parents/carers (except in rare circumstances where involving parents would bring a significant risk to the child)
 - consider any clinical advice available
 - consider how to address wider vulnerabilities, such as the risk of bullying, mental health or psychological/social needs

- refer to the DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.
- Risks can be compounded where children lack a trusted adult with whom they can be open. It is vital that staff endeavour to reduce the additional barriers faced and create a culture in which they can speak out or share their concerns with colleagues.
- Lesbian, gay, bisexual or gender questioning is part of the school's Relationship, Sex and Health Education curriculum.

28. Gangs, County Lines, Serious violence, Crime and Exploitation

- The Academy recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. The initial response to child victims is important and staff must take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - children who go missing for periods of time or regularly come home late
 - children who regularly miss school or education or do not take part in education
 - change in friendships/relationships with others/groups
 - children who associate with other young people involved in exploitation
 - children who suffer from changes in emotional wellbeing
 - significant decline in performance
 - signs of self-harm/significant change in wellbeing
 - signs of assault/unexplained injuries.

29. Female genital mutilation (FGM) and forced marriage

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the mandatory duty to report any concerns to the Police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Whilst all staff should speak to the DSL/DDSL about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they must personally report this to the Police. Those failing to report such cases may face disciplinary sanctions. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve local authority children's social care as appropriate.
- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
- Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- See KCSIE 2024 Appendix B for further details of so-called 'honour'-based abuse and forced marriage.

- If any member of staff has concerns that a such conduct is being or may be carried out, they should log their concern on MyConcern and speak to the DSL, who will take appropriate action.

30. Preventing radicalisation: the Prevent duty

- KCSIE 2024 defines radicalisation as ‘the process of a person legitimising support for, or use of, terrorist violence’.
- Learners are susceptible to extremist ideology and radicalisation. Schools have a duty to prevent pupils from becoming terrorists or supporting terrorism. (See Annex B, KCSIE 2024 for sources of advice for staff on preventing radicalisation.)
- We recognise that:
 - there is no single route to radicalisation. However, there are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism.
 - radicalisation is not a linear process. Learners may express a combination of behaviours at different times.
- The DSL (and any deputies) will:
 - take any concerns about the potential radicalisation of a pupil seriously and take the same approach as any safeguarding concern.
 - consider an individual’s behaviour in the context of wider influencing factors and susceptibilities.
 - In most cases, speak with the learner and their parents or carers (if under 18).
 - consider contextual, vulnerability and protective factors to make a comprehensive assessment of risk and harm.
 - keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.
- The DSL or a member of the safeguarding team will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
- The DSL and DDSL are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school’s wider safeguarding obligations. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.
- The member of staff assigned as the school’s Prevent Lead will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually, based on the DfE risk assessment template and advice Prevent duty: risk assessment templates - GOV.UK (www.gov.uk). This includes the risks posed by students’ access to the internet and social media and the school’s mitigating actions, such a monitoring and filtering internet use.

31. Use of reasonable force/restraint

- The Academy’s behaviour policy explains our procedures on the use of restraint/reasonable force, which enable and support staff to make appropriate physical contact to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.
- The school’s policy follows DfE guidance [Use of reasonable force in schools](#), and includes:
 - response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions

- duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and our Public Sector Equality Duty
- positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force

32. Curriculum – Opportunities to Teach Safeguarding

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is safe; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
- The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail in policies for the curriculum/RSE/PHE and online safety. The school makes use of published guidance to develop and deliver this provision, which aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, and sexual violence/harassment.
- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.
- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

33. Alternative provision

- The school recognises the additional vulnerabilities of any pupil placed in an alternative provision and that the responsibility for that safeguarding of that pupil remains with the school.
- The Academy sometimes places pupils in alternative provision either on a full or part-time basis. The school recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with the school. The school has put in place checks to ensure the provider meets the needs of each student and there is regular communication on their welfare, wellbeing and safety.
- This also applies to children who cannot attend school for health reasons. Decisions on provision will be considered on a case-by-case basis.

34. Elective home education

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of any additional needs of a child with SEND and/or social worker, transition support, and informing the local authority. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.
- Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. The school will inform the local authority of all deletions from our admission register when a child is taken off roll.

35. Private fostering and host families

- Private fostering is defined as when someone who is not a parent or a 'close relative' (e.g., great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if

they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or stepparent. The school is aware of its duty to report to the local authority any such arrangements the school learns about.

36. Safer Recruitment

- The Academy is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third-party staff) who are safe to work with our learners and staff.
- The Academy will follow the guidance in KCSIE 2024 (Part Three 'Safer Recruitment') and from the Disclosure and Barring Service (DBS).
- The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The Academy is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.
- We will carry out an online search as part of our due diligence process on shortlisted candidates and will inform candidates of this fact.
- We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.
- Our safer recruitment policy can be found in the staff drive on the school's network and available in hard copy from the HR Manager.

37. Concerns and allegations against members of staff and adults in the school

- The Academy recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff (including supply teachers), visitors and contractors, to behave in a way that:
 - indicates they have harmed a child, or may have harmed a child
 - means they have committed a criminal offence against or related to a child
 - indicates they may pose a risk of harm to children
 - indicates they may not be suitable to work with children (including behaviour outside school)
- Behaviour as described above is considered to meet the 'harm threshold'.
- We have processes in place for continuous vigilance, so we can maintain environment that deters and prevents abuse and challenges inappropriate behaviour. To do this we aim to create the right culture and environment so that staff feel comfortable to discuss matters both within and, where it is appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. All staff and volunteers should feel able to raise concerns about poor or unsafe practice (including online) and potential failures in the school safeguarding systems. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider whistle blowing - see section below.

- If staff have a safeguarding concern or if an allegation is made about another member of staff (including supply staff, contractors and volunteers) harming or posing a risk of harm to children, the matter should be referred immediately to the Principal, who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Principal, staff are advised that they should report to the chair of governors who will contact the LADO.
- If the allegation is against a supply teacher or contracted staff member employed by an agency, a discussion will be held with the individual's employer to decide whether it is appropriate to suspend or deploy them whilst finding out the facts and liaising with the LADO regarding an appropriate outcome. The agency will be involved fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.
- Where there is concern that a member of staff has acted in a way inconsistent with the staff code of conduct (including inappropriate conduct outside of work), and which does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO, the concern should be referred to the Principal who will decide on action to be taken.
- **Our full procedures for dealing with allegations against staff are set out in a separate document: 'Statement of procedures for dealing with allegations against staff.'** These procedures cover both the behaviours that meet the harm threshold and those defined as 'low-level' concerns. All members of staff receive an updated copy of the procedures in their safeguarding pack at the beginning of the autumn term. The packs are given to new staff starting mid-year and to all potential applicants for a position in the school. The statement of procedures is also available to staff on the school network.

38. Duties of referral

Duty to refer to the Disclosure and Barring Service

- The Academy has a legal requirement to refer to the Disclosure and Barring Service (DBS) where it removed an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - engaged in relevant conduct in relation to children and/or adults,
 - satisfied the harm test in relation to children and/or vulnerable adults; or
 - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.
- The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or LDBS Personnel Officer.

Duty to consider referral to the Teaching Regulation Agency

- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

39. Whistle blowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrongdoing and be secure that such concerns will always be taken seriously by the leadership team. Wrongdoing covered by this 'public interest disclosure' includes:
 - someone's health and safety are in danger
 - damage to the environment
 - a criminal offence (e.g., fraud)
 - not obeying the law
 - covering up wrongdoing
 - misusing public funds
 - actions that negatively affect the welfare of children

All members of staff are made aware of the school's whistleblowing policy, which staff must sign to confirm they have read at the beginning of each school year. It is also posted on the school's website and available in the staff drive on the network. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. If an allegation is shown to be deliberately invented or malicious, the Academy will consider whether any disciplinary action is appropriate against the individual who made it as per our disciplinary policy.

- Staff should raise concerns with a line manager, the Principal or DSL, the local authority or a union or professional association.
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

40. The use of premises by other organisations

- The Academy gives careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.
- The Central Register of organisations working with or in the school is maintained by Ms Oxley, Exec. PA and HR Manager. A record will be kept on the Central Register of all organisations regularly working in the school, with the names of staff delivering programmes and the name and contact details of the manager of the organisation.
- Before any organisation or individual works with, or in, the school (e.g., on a lettings basis), the first question asked is whether they will be working accompanied or unaccompanied with Academy students, children and young people from outside the Academy, or vulnerable adults.
- If individuals are to work with Academy students whilst being accompanied at all times by a member of Academy staff, a risk assessment will be completed and based on this, a decision taken as to whether they/their organisation must provide the Academy with a copy of their safeguarding policy and procedures and confirm that they have been vetted by the DBS. If it is decided this information must be provided, it will be held by the Exec. PA and HR Manager, Ms Oxley.
- If individuals/organisations are to work unaccompanied with Academy students during or outside the school day or with children and young people from outside the Academy, or with vulnerable adults outside the school day (e.g., on a lettings basis), we will:

- seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers
- put in place arrangements for the organisation to liaise with the school on safeguarding matters
- include safeguarding requirements in any lease or hire agreement, as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use the premises will be refused.
- in the case of organisations/individuals working with Academy students it is the responsibility of the teacher who has commissioned the programme/activity to ask for the information, prior to the programme, to check the evidence provided, to pass on evidence, and a risk assessment if deemed necessary, to Ms Oxley and to report any concerns to the DSL.
- In the case of organisations/individuals working with other children and young people or with vulnerable adults outside the school day it is the responsibility of the Lettings Officer to ask for the information, prior to the programme, to check the evidence provided, to pass on evidence, and a risk assessment if deemed necessary, to Ms Oxley and to report any concerns to the DSL.
- The Academy will follow its own safeguarding policies and procedures, including informing the LADO, relating to any incident(s) that happen when an individual or organisation uses the school premises for the purpose of running activities for children.

41. Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may become known. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined in KCSIE 2024, for example DBS checks. Visitors and volunteers will be expected to sign in and out via the office Inventory System and to display a visitor's badge whilst on site. Visitors and volunteers will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.
- Contractors use their own signing in and out systems. The Premises Manager retains information on contractors' safeguarding policies and DBS checks.
- The Principal or his delegate will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.
- Reception/premises staff are on front-of-house duty at the visitor entrance from 7am to 4.30pm. From 4.30pm to 9pm, a security guard is on duty for evening lettings and extra-curricular activities taking place after 4.30pm. The student entrance opens at 7.30am and closes at 5pm. Any students arriving before 7.30am or leaving after 5pm use the visitor entrance.
- From 6pm onwards, any student in Years 7 to 11 still on site must be taking part in an activity, run or supervised by a member of staff or by an external organisation commissioned by a member of staff. Sixth formers must be either in their common room or working with a member of staff.

42. Complaints

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website, in the staff drive on the network and in the reception area.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

43. Policy Monitoring and Review

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and DDSL/safeguarding team/SENDcos meet weekly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Pastoral teams meet fortnightly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by tutors/staff.
- The DSL and Principal will provide regular reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The Governing Body understands its responsibilities and duties as set out in KCSIE 2024 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports on safeguarding provided by the DSL, governors will take a varied proactive approach to checking the school's safeguarding arrangements. This will include meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/or surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENDco meetings), termly checks of the SCR, and review of school data.

Appendix 1: Categories & Indicators of Abuse, Neglect and Exploitation - KCSIE 2024 paragraphs 19-48

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may need help or protection.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist 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. **In all cases, if staff are unsure, they should always speak to the DSL or a deputy.**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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 as far 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 such as 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.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g., rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may 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 perpetrated solely by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all staff** should be aware of it and of their school policy and procedures for dealing with it.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger/loss of weight or being constantly underweight
- Poor personal hygiene/ inadequate clothing
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Low self esteem

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

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

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be quite different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging

children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It may also include financially motivated sexual extortion, widely known as 'sextortion', a type of online extortion which involves people being forced into paying money or meeting another financial demand, after an offender has threatened to release nude or semi-nude photos of them. This could be a real photo taken by the victim, or a fake image created of them by the offender. A large proportion of cases involve male victims aged 14-18.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL/DDSL regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to record the concern on MyConcern and to speak to the DSL/DDSL.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational 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 and may be at risk of criminal exploitation.

Appendix 2: Roles and responsibilities of the DSL and DDSL – as per Annex C of KCSIE 2024, adapted where appropriate for the Academy

• Managing referrals

The designated safeguarding lead (DSL) is expected to refer cases:

- of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required,
- where a crime may have been committed to the Police as required. National Police Chiefs’ Council ‘When to call the police’ should help understand when to consider calling the police and what to expect when working with the police.

• Working with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the Principal to inform him of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the “case manager” (as per Part four of KCSIE) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and SENDCos on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes

- **Information sharing and managing the child protection file**

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child. Records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

They should ensure the file is only accessed by those who need to see it and, where the file or content within it is shared, this happens in line with information sharing advice as set out in section 15 of this policy.

Where children leave the school (including in year transfers) the DSL will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENDCos are aware as required.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

- **Raising awareness**

The DSL should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

- **Training, knowledge and skills**

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL and DDSs will also undertake Prevent awareness training. Training will provide the DSL/DDSs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role they have in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

- understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Providing support to staff**

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, the DSL/DDSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

- **Holding and sharing information**

The DSL should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Appendix 3: Child-on-Child Abuse Policy

Section One: Introduction

- All members of staff at the Academy recognise that children can abuse other children and that this can happen both in and out of school and online. We will not tolerate any form of abuse and will respond to all reports of abuse, including online abuse and incidents that happen outside the school.
- All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem.
- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
 - that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that, if staff have any concerns regarding child-on-child abuse, they must report to the DSL/DDSL.
 - the importance of challenging inappropriate behaviour between children that is abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
 - that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. Girls are more likely to be a victim of sexual violence or sexual harassment and there is an increased risk for children with disabilities, and for children who have additional vulnerabilities due to protected characteristics. However, all child-on-child abuse is unacceptable and will be taken seriously.
 - that children may not find it easy to tell staff but may show signs in ways they hope adults will notice and react to.
 - staff should not assume a colleague, or another professional, will act and thereby fail to respond to a concern/disclosure.
- In line with KCSIE 2024 the school recognises that child-on-child abuse is likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress or alarm
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) are also a safeguarding issue

Section Two: Responding to non-sexual child-on-child abuse

- This section covers non-sexualised abusive behaviour such as:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying) e.g., name calling, taunting, offensive comments, excluding people from groups, spreading untrue/hurtful rumours
 - the same unacceptable behaviours expressed online (cyberbullying), for example: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
 - abuse in intimate personal relationships between peers
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the incident.
- The school will provide appropriate immediate support for the person being bullied – making sure they are not at risk of immediate harm – and will involve them in any decision-making, as appropriate.
- The Head or Assistant Head of Year will interview all parties involved or delegate such action to another appropriate member of the pastoral staff.
- The DSL will be informed of all bullying issues where there are safeguarding concerns or additional needs or issues.
- The school will inform other staff members and parents/carers, where appropriate.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed); or other local services including early help or children's social care.
- Where the bullying takes place off school site or outside normal school hours, the school will ensure that the concern is fully investigated and appropriate action taken, including providing support and implementing sanctions in school in accordance with the behaviour policy.

Cyberbullying

- Whilst most incidents of cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying the same way as any other form of bullying.
- In addition to the steps taken above, we will take all steps possible to identify the person responsible. This may include looking at use of school systems; identifying and interviewing possible witnesses; contacting the service provider and police if necessary.
- We will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include reports to a service provider to remove content; searching and confiscating students' electronic devices in accordance with the law and school policy; requesting deletion of locally held content and content online if they contravene the school's behaviour policy.
- The DSL will inform the police if a criminal offence has been committed and will liaise with children's social care to explore if a referral to the MASH is necessary
- Relevant members of staff will provide information to students regarding steps they can take to protect themselves online. This may include advising those targeted not to retaliate or reply; providing advice on

blocking or removing people from contact lists; helping those involved to think carefully about what private information they place in the public domain.

- A clear and precise account of all incidents of bullying will be recorded by the school on Bromcom in line with procedures. This will include recording appropriate details regarding decisions and action taken.

Support for students who have been bullied

- Support will include:
 - reassuring the student
 - helping to restore self-esteem and confidence.
 - ongoing support, which may include counselling, peer mentor/buddy support, restorative justice, mediation, engaging with parents and carers
 - where necessary, working with safeguarding partners to provide further or specialist advice and guidance

Actions in respect of students who have perpetrated the bullying:

- Actions will include:
 - discussing what happened, establishing the concern and the need to change.
 - informing parents/carers to help change the attitude and behaviour of the child.
 - appropriate education and support regarding their behaviour or actions, including mediation and restorative justice.
 - if online, requesting that content be removed and, if appropriate, reporting accounts/content to service provider and/or the police.
 - sanctioning, in line with the school's behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
 - where necessary, working with safeguarding partners to provide further or specialist advice and guidance

Section Three: Child-on-child sexual violence and sexual harassment

- This section covers sexualised abusive behaviour: sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, upskirting, initiation/hazing type violence and rituals, and consensual and non-consensual sharing of nudes and semi nudes images and or videos.
- Reports of sexualised abusive behaviour are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce additional complex factors for example widespread abuse or harm across social media platforms that leads to repeat victimisation.
- The DSL will lead the school response with support, where appropriate, from partner agencies such as children's social care and the police. In the case of online concerns, support may be sought from organisations such as the UK Safer Internet Centre.
- All members of staff are expected to follow the school's usual child protection procedures if they have any concerns relating to child-on-child abuse of a sexual nature or if a child discloses an incident/s of such abuse.

Staff should act immediately rather than wait for someone else to act. They should speak to the DSL/DDSL without delay and make a record of concerns or disclosure on MyConcern (see below).

Disclosure

- We recognise that a child is most likely to disclose to someone they trust: this could be anyone on the school staff. It is important that this person recognises that the child has placed them in a position of trust.
- The member of staff should be supportive and respectful of the child. They should reassure the child that they will be taken seriously, regardless of how long it has taken them to come forward. They should never give the impression that the child is creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- The member of staff should listen carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. Whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- At the end of the report, the member of staff should immediately write up a summary, only recording the facts as the child presents them. Staff should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation.
- The notes should be recorded on MyConcern as per usual procedures and the DSL (or deputy) informed as soon as possible, if the DSL or DDSL have not been involved in the initial report.
- Where a report includes an online element, staff must report this to the DSL immediately. If an incident of nude or semi-nude imagery comes to the attention of a member of staff, they must not view, copy, print, store or share the imagery or ask the child to share or download – this is illegal. The member of staff should not delete the imagery or ask the child to do so, nor should they ask the child involved to disclose information about it. This is the responsibility of the DSL who will follow the advice in: DfE Searching Screening and Confiscation Advice (updated July 2022) and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.
- It is important that the child is not blamed or shamed but staff should explain that they will be reporting to the DSL and that the child will receive support and help.
- Staff must not share information on such online content with colleagues or parents/carers.
- When there has been a report of sexual violence, the DSL/DDSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:
 - the victim, especially their protection and support
 - whether there may have been other victims
 - the alleged perpetrator(s)
 - all the other children, (and, if appropriate, staff), especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms

- the time and location of the incident, and any action required to make the location safer
- Risk assessments should be recorded and kept under review. The DSL will engage with local authority children's social care and specialist services as required. Any professional assessments made will be used to inform the school's approach to supporting students.
- In deciding on follow-up actions, the DSL, with multi-agency partners if appropriate, will consider:
 - the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will need to be balanced with the school's duty and responsibilities to protect other children
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
 - the ages and developmental stages of the children involved
 - any power imbalance between the children
 - the potential vulnerabilities of the victim/s, for example, children with special educational needs, or disabilities and children who have additional vulnerabilities due to protected characteristics e.g., sexuality, gender reassignment
 - if the alleged incident is a one-off or a sustained pattern of abuse
 - the potential for any necessary support for siblings following incidents
 - the possibility of ongoing risks to the victim, other children, or school staff
 - related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Management options

- All reports will be considered on a case-by-case basis, the four most likely management options being:

Manage internally, for example through pastoral support and behaviour policy processes.

Seek multi-agency early help support as soon as a problem emerges in line with processes agreed with the school's statutory safeguarding partners.

Referral to children's social care. Where a child has been harmed, is at risk of harm, or is in immediate danger, the DSL will make a referral to the Haringey MASH. At the point of referral, the DSL will inform parents/carers, unless there are compelling reasons not to. Any such decision will be made with the support of local authority children's social care.

If a referral is made, children's social care will make enquiries to determine whether any of the children involved need protection or other services. The DSL will cooperate with the lead social worker to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, for the alleged perpetrator.

Reports to the police are generally in parallel with a report to children's social care services. The DSL will follow the processes agreed by the Haringey Safeguarding Children Partnership.

Where a report of rape, assault by penetration or sexual assault is made, this should be passed to the police. The DSL will agree with the police what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

At this stage, the DSL will inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, the DSL will work with children's social care and any appropriate specialist agencies to support the child.

Whichever management option/s are taken, all concerns, discussions, decisions, and reasons for decisions should be recorded on MyConcern.

Unsubstantiated, unfounded or false allegations

- If a report is determined to be unsubstantiated, unfounded or false, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the school's behaviour policy.

Safeguarding and supporting the victim on an ongoing basis

- The Academy will adopt the following principles in helping to shape any decisions regarding safeguarding and supporting the victim on an ongoing basis:
 - Along with protecting the child, the needs and wishes of the victim should be paramount. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that school is a safe space for them.
 - Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. By the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
 - Consider the proportionality of the response. Support will be tailored on a case-by-case basis.
 - Staff will be made aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.
 - As part of the risk assessment, consideration will be given to identifying any other potentially vulnerable places/activities for a child following any incident or alleged incident, for example use of public transport, spaces outside school where children congregate.
 - All decisions and actions will be regularly reviewed, and relevant policies updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action and consider what may need to be put in place to minimise the risk of the same behaviour happening again.
- When support will be required, the DSL will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as is reasonably possible) and should be respected.
- Other support may include, but is not limited to:
 - Early help and children's social care.
 - Support from Children and Young People's Independent Sexual Violence Advisors.
 - Child and Young People's mental health services.
 - Therapeutic support for children who have experienced sexual violence.

Actions in relation to the alleged perpetrator

- The Academy will consider on a case-by-case basis whether any disciplinary action should be taken in relation to the alleged perpetrator in situations where other investigations by the police and/or children's social care are ongoing. The DSL will take a lead role, and will consider if, by taking any action, the school would prejudice an investigation and/or any subsequent prosecution.
- Taking disciplinary action and still providing appropriate support can, and should, occur at the same time if necessary. In deciding on a response, consideration will be given to the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations and the proportionality of the response.
- The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour (HSB) in children may be a symptom of either their own abuse or exposure to abusive practices and or materials. The DSL will take advice, as appropriate, from children's social care, specialist sexual violence services and the police in deciding on both support and sanctions.

Engagement with parents/carers

- The Academy will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence although this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis. The exception is if there is a reason to believe informing a parent or carer will put a child at additional risk.
- The DSL or DDSL will attend any meetings arranged with parents/carers (of victim and of perpetrator as appropriate). Consideration to the attendance of other agencies will be considered on a case-by-case basis.
- Parents and carers may struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. The DSL will consider providing parents/carers with details of organisations that can offer support parents (See Appendix 3).

Safeguarding other children

- The Academy will provide support for children who have witnessed sexual violence, especially rape and assault by penetration and will endeavour to ensure both victim and alleged perpetrators as well as any witnesses are not being bullied or harassed.
- The Academy recognises that social media may play a role in the fall out from any incident or alleged incident, with the potential for online harassment. The DSL will seek specialist online safety support if required.
- The Academy will keep its policies, processes, and curriculum under constant review to protect all its pupils. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in the school may also be reflective of the wider issues within the local area and the school will share emerging trends with safeguarding partners.

Section Four: The Academy's approach to preventing child-on-child abuse, bullying and teaching about safeguarding

- The Academy seeks to create an inclusive, supportive and safe learning environment in which all students are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face. We expect students to act safely and feel safe in school, to understand issues relating to bullying and want them to feel confident to seek support from school if they feel unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise are dealt with promptly and well.
- We will:
 - promote a culture of mutual respect, consideration and care for others, which will be upheld by all
 - set expectations that bullying, violence and harassment of any kind will not be tolerated
 - maintain an ethos and culture of reporting bullying. This includes assemblies, tutor activities, Personal Development lessons and activities, and promoting the on-line reporting facility on the website
 - openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance-related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
 - challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others
 - encourage positive and responsible use of technology, especially mobile phones and social media
 - work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
 - create safe spaces for vulnerable children
 - encourage positive relationship with parents to develop a shared approach which involves them in the implementation of the school's behaviour and anti-bullying policies and procedures
 - celebrate achievements to help promote a positive school ethos
- The Academy's Keeping Safe Programme, a bespoke Mental Health and PHE/RSE curriculum, is a key component of our preventative strategy. Key Stage 3 students have weekly lessons, and one tutor time per week is dedicated to mental health and PHE/RSE. Key Stages 4 and 5 students have weekly tutor-time sessions. In addition, assemblies and drop-down days are held to address specific issues.
- The programme covers at an age-appropriate stage, issues such as:
 - healthy and respectful relationships
 - equality, identity, stereotyping and prejudice
 - body confidence and self-esteem
 - boundaries and consent
 - how to recognise an abusive relationship, including coercive and controlling behaviour
 - what constitutes sexual harassment and sexual violence and why these are unacceptable
 - online behaviour, including grooming, cyberbullying, trolling and gaming
 - the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
 - social influences and gangs
 - homophobic bullying
- We expect members of staff to pro-actively gather intelligence about issues between students which might provoke conflict. This information should be sent to the Form Tutor, Assistant Head of Year and Head of Year. The form tutor will send an email to all staff advising that certain students be monitored and separated in lessons. Form tutors check behaviour logs weekly and have relevant conversations with tutees regarding behaviour and conduct.

- Other whole school preventative work includes systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem; tutor time resources to support discussion about bullying; National Anti-bullying Week activities; CCTV; staff supervision before and after school, during break and lunch times; and targeted support for vulnerable students and those with additional needs.
- Practice is regularly updated and evaluated to take into account developments in technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

Section Five: Monitoring and Review

- The Academy will ensure that it regularly monitors and evaluates processes and procedures to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal will be informed of bullying concerns, as appropriate.
- The DSL and the named governor will report on a regular basis to the Governing Body on incidents of bullying, including outcomes.

Appendix 4: Sources of support and advice

Links to sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2024.

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: The online tool [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](http://www.gov.uk) Council directs to the relevant local children's social care contact number:
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](http://www.nspcc.org.uk)
- [What to do if you are worried a child is being abused](http://www.gov.uk) – DfE advice

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Sharp: [The SHARP System](http://www.sharp.org.uk)

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Special educational needs, disabilities and mental health issues

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- SENDIASS: <https://markfield.org.uk/sendiaass/>

Abuse

- Supporting practice in tackling child sexual abuse - CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.
- Faith based abuse: National Action Plan - DfE advice
- Disrespect NoBody campaign - GOV.UK - Home Office website
- Tackling Child Sexual Abuse Strategy – Home Office policy paper
- Together we can stop child sexual abuse – HM Government campaign

Personal, social and health education and relationships and sex education

- DfE: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](#)
- DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](#)
- PSHE Association: [Home | www.pshe-association.org.uk](#)

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse and FGM

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/5_6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- PHSE Rse above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](#)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk

- Internet Matters: www.internetmatters.org
- NSPCC: [Social media and online safety | NSPCC Learning](#)
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' [Education for a Connected World - GOV.UK \(www.gov.uk\)](#)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)
- UK Council for Internet Safety (UKCIS): [UK Council for Child Internet Safety \(UKCCIS\)](#)

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk