Victoria Academies Trust

# Safeguarding and Child Protection Policy

| Trust Level Policy | | | |
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Victoria Academies Trust


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# Introduction

This document sets out the Safeguarding and Child Protection Policy for Victoria Academies Trust and any extended services that it provides.

The policy applies to all staff (teaching and non-teaching), members, Trustees, Academy Council and volunteers, including temporary, supply and visiting staff working within the setting.

The policy is reviewed annually by the Trust Board of Victoria Academies Trust and the School Academy Council. It is aligned with the expectations of Ofsted, which inspects safeguarding arrangements, and with the requirements of the Local Multi-Agency Safeguarding Arrangements.

This Safeguarding and Child Protection Policy forms one part of the Trust's wider safeguarding responsibilities. The principles set out within this policy should be read and applied alongside a range of related policies and procedures, including, but not limited to:

- Safer Recruitment;
- Information Sharing and Record Keeping;
- Behaviour;
- Physical Intervention;
- Anti-Bullying;
- Health and Safety;
- PSHE;
- Relationships and Sex Education;
- Equality and Equal Opportunities;
- Special Educational Needs;
- Confidentiality;
- Attendance;
- Educational Visits;
- Online Safety;
- Preventing Extremism;
- Staff Code of Conduct;
- Managing Low-Level Concerns;
- Acceptable Use of Technology,

and any other relevant policies as determined by statutory guidance and the school's Academy Council .

Child protection is a core element of safeguarding and promoting welfare. It refers specifically to the actions taken to protect individual children who are suffering, or are likely to suffer, significant harm

Safeguarding and promoting the welfare of children is everyone's responsibility. All individuals who come into contact with children and their families have a role to play in keeping children safe. To fulfil this responsibility effectively, the Trust and all schools will ensure that safeguarding practice is child-centred, with the best interests of the child at the heart of all decision-making and actions.

This policy is underpinned by the principles of data protection legislation. Further information can be found in the school's Data Protection Policy, which is published on the school's website

## Ethos and Values

Victoria Academies Trust places children and young people at the heart of everything we do. As a Multi-Academy Trust, we exist to advance education for the public good. Our mission is to make our people the best they can be.

Our core values of Unity, Integrity, Courage, Curiosity, and Excellence underpin our work. Victoria Academies Trust is fully committed to safeguarding and promoting the welfare of all pupils, and we expect all adults working within the Trust to share this responsibility. Our values are important to us and guide our behaviours, our relationships and the way we work together. They define how we want to be. Our values, along with our commitment to strong ethical leadership, ensure that we build a positive and powerful legacy to be proud of.

INSERT SCHOOL CONTEXT HERE

The Academy operates on the principle that effective safeguarding requires the proactive sharing of information. Staff will share concerns at the earliest opportunity and will not wait for a situation to escalate before seeking advice, support, or intervention. Safeguarding is everyone's responsibility, and the timely sharing of information is a critical component in protecting children from harm.

## Important contacts

See Appendix 1.

## Aims

The Trust and all schools and nurseries are committed to ensuring that:

- Appropriate and timely action is taken to safeguard and promote the welfare of children.
- All staff understand and fulfil their statutory responsibilities in relation to safeguarding and child protection.
- Pupils and staff are protected through the early identification of concerns, including recognising signs and symptoms of abuse or neglect, to prevent issues from escalating.
- All staff are appropriately trained to recognise and report safeguarding concerns
- A culture of vigilance is maintained through a child-centred approach, with the best interests of the child at the heart of all decision-making.
- Pupils are supported to recognise risk and are taught how and where to seek help when they need it

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping children safe in education - GOV.UK , Working together to safeguard children - GOV.UK (2023), Safer Working Practices 2022 Professional and Personnel Relationships and Academy trusts: governance guide - GOV.UK. We comply with this guidance and the arrangements agreed and published by our 5 local safeguarding partners.

This policy is informed by, and complies with, the following legislation and statutory guidance:

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

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

Part 3 of the schedule to The Education (Independent School Standards) Regulations 2014 , which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

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

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

Statutory guidance on FGM Multi-agency statutory guidance on female genital mutilation - GOV.UK, which sets out responsibilities with regard to safeguarding and supporting girls affected by FGM.

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

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

Prevent duty guidance: England and Wales (2023) - GOV.UK, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

The Prevent Duty: Practical Guidance for Designated Safeguarding Leads (DfE, September 2026)

**Information Sharing Duty (Section 16LA of the Children Act 2004), introduced through the Children's Wellbeing and Schools Act 2026**, and the Department for Education's statutory guidance *Information Sharing to Safeguard Children and Young People*

## All Primary schools

The Disqualification under the Childcare Act 2006 - GOV.UK (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the statutory Early years foundation stage (EYFS) statutory framework - GOV.UK (2025 update). This policy also complies with our funding agreement and articles of association.

## Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as concerns emerge.
- Protecting children from maltreatment, whether this occurs 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 achieve the best possible outcomes, in line with the Children's Social Care National Framework.

**Child protection** is a core component of safeguarding and refers to the actions undertaken to prevent children from suffering, or being likely to suffer, significant harm. This includes harm that occurs both inside and outside the home, including online.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further details on the different types of abuse are set out in Appendix 3.

**Neglect** is a form of abuse involving 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 is defined in more detail in Appendix 3.

**Exploitation** is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into engaging in criminal or sexual activity.

**Sharing of nudes** and semi-nudes (also referred to as sexting or youth-produced sexual imagery) occurs when children share nude or semi-nude images, videos or live streams.

For the purposes of this policy, **children** refers to all individuals under the age of 18.

**Safeguarding Partnerships**

In line with *Keeping Children Safe in Education* and the Children Act 2004 (as amended by the Children and Social Work Act 2017), the following three safeguarding partners work together to safeguard and promote the welfare of children in the local area:

- the local authority;
- a clinical commissioning group for an area within the local authority and
- the chief officer of police for a police area within the local authority

## Human Rights

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms to which everyone in the United Kingdom is entitled. The Act incorporates into domestic law the Articles and Protocols of the European Convention on Human Rights (ECHR) that apply in the UK and places a duty on public bodies to respect and protect individuals' human rights when making decisions that affect them.

Under the Human Rights Act, it is unlawful for schools and settings to act in a way that is incompatible with the Convention. The Convention Rights of particular relevance to educational settings include:

- Article 3 – the right to freedom from inhuman or degrading treatment (an absolute right).
- Article 8 – the right to respect for private and family life (a qualified right), including a duty to protect individuals' physical and psychological integrity.
- Article 14 – the right to enjoy Convention rights without discrimination.
- Protocol 1, Article 2 – the right to education.

Being subjected to harassment, violence or abuse, including abuse of a sexual nature, may constitute a breach of one or more of these rights, depending on the nature of the conduct and the circumstances involved.

Further information, including explanations of absolute and qualified rights, can be found on the Equality and Human Rights Commission website Human rights | EHRC

## Equality Act 2010

Schools and settings have legal duties under the Equality Act 2010: advice for schools - GOV.UK . The Act requires settings not to unlawfully discriminate against pupils on the basis of protected characteristics, which include sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, and sexual orientation.

In the context of safeguarding, and in line with the wider legal duties placed on settings to safeguard and promote the welfare of children, the Trust Board gives particular consideration to how schools and nurseries support pupils who may be more vulnerable due to certain protected characteristics. These include, but are not limited to, disability, sex, sexual orientation, gender reassignment and race.

The Equality Act allows settings to take positive action where it is proportionate and evidenced, to address particular disadvantages experienced by pupils who share a protected characteristic and to meet their specific needs. This includes the duty to make reasonable adjustments for disabled children and young people, including those with long-term conditions. For example, a school may take positive action to support girls if there is evidencethey were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK

## Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is set out in the Equality Act 2010 and applies to all state-funded schools and nursery settings. Compliance with the PSED is a legal requirement.

Further guidance, including information on the specific duties placed on schools, is available in the Equality Act guidance referenced above.

The PSED requires schools, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation, and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between those who share a protected characteristic and those who do not; and
- foster good relations between those who share a protected characteristic and those who do not.

This duty applies to all protected characteristics and requires schools to consider equality implications whenever significant decisions are made or policies are developed. This includes addressing behaviours such as sexual violence and sexual harassment, misogyny and misandry, racism, and other forms of discriminatory behaviour. For this reason, effective record-keeping and monitoring of all incidents of abuse and harassment are essential.

The PSED supports schools in identifying key areas of concern and improving outcomes for pupils. Some children and young people may be at greater risk of harm due to specific issues, such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination. While these risks will vary between settings, schools must remain alert to disproportionate vulnerabilities and ensure these are reflected appropriately within safeguarding policies and procedures.

Children Questioning Their Gender:

The school recognises that children who are questioning their gender may experience vulnerability, distress, social isolation or mental health difficulties. Staff will adopt a child-centred approach, consider any safeguarding concerns, involve parents/carers where appropriate, maintain accurate records and ensure decisions are based on the child's welfare, safety and best interests.

## Equality Statement

Some children may be at increased risk of abuse, and additional barriers may exist that make it more difficult for them to recognise or disclose safeguarding concerns. The Trust is committed to anti-discriminatory practice and recognises the diverse circumstances of children and young people. We are committed to ensuring that all children receive the same level of protection, regardless of any barriers they may face.

We give particular consideration to children who:

- have special educational needs (SEN), disabilities or health conditions;
- are young carers;
- may experience discrimination due to race, ethnicity, religion, gender identity or sexual orientation;
- have English as an additional language;
- are living in challenging circumstances, including temporary accommodation or situations involving substance misuse or domestic abuse;
- are at risk of female genital mutilation (FGM), child sexual exploitation, forced marriage or radicalisation;
- are asylum seekers or refugees;
- may be at increased risk due to their own, or a family member's, mental health needs;
- are looked after or previously looked after;
- are missing from education and
- have a parent or carer who has expressed an intention to remove them from school for elective home education.

The Trust and its schools take appropriate action to reduce barriers, provide targeted support where needed and ensure that safeguarding arrangements are inclusive, accessible and responsive to the needs of all children

## Roles and Responsibilities

Safeguarding and child protection are everyone's responsibility. This policy applies to all staff, volunteers, academy council, Trustees and members working within the setting and is consistent with the procedures of the local safeguarding partners. The policy and associated procedures also apply to extended school provision and off-site activities.

### All Staff

All staff are required to read and understand Part One and Annex B of the Department for Education's statutory guidance, *Keeping Children Safe in Education* (KCSIE). This guidance must be reviewed at least annually.

At the start of each academic year, all staff must sign a declaration to confirm that they have read, understood and reviewed the guidance.

All staff must be aware of and understand, the systems in place to support safeguarding and child protection. This includes:

- this Safeguarding and Child Protection Policy;
- the Trust's Staff Code of Conduct;
- the role and identity of the Designated Safeguarding Lead (DSL) and any Deputy DSLs;
- the Behaviour Policy;

- the Online Safety Policy, and
- the school's safeguarding response to children who go missing from education

All staff must follow the school's reporting and referral procedures and understand the importance of timely and accurate reporting of safeguarding concerns.

All staff must also understand:

- The early help process (including the Common Assessment Framework) and their role in identifying emerging concerns, liaising with the DSL and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care, including statutory assessments that may follow a referral, and the role staff may be expected to play.
- What to do if they identify a safeguarding concern or if a child discloses abuse or neglect, including specific safeguarding issues such as FGM, and how to maintain appropriate confidentiality while liaising with relevant professionals.

Staff should recognise that children may not always feel ready, able or know how to tell someone they are being abused, exploited or neglected, and may not recognise their experiences as harmful. Children may feel embarrassed, humiliated or frightened, or face additional barriers related to vulnerability, disability, sexual orientation, language or communication needs. These factors must not prevent staff from maintaining professional curiosity and sharing concerns promptly with the DSL.

All staff should be aware:

- that the main categories of abuse are physical abuse, emotional abuse, sexual abuse and neglect;
- of the signs and indicators of abuse, neglect and exploitation, including specific safeguarding issues such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, FGM, radicalisation, sexual violence and sexual harassment;
- that any child presenting with indicators of possible significant harm should be a cause for concern, and
- of the importance of reassuring victims that they are being taken seriously, believed, supported and kept safe.

Further guidance on supporting staff in these responsibilities is set out in Appendix 6.

## The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is a member of the school's leadership team (see Appendix 1 for contact details) and takes lead responsibility for child protection and safeguarding within the school.

The DSL is responsible for ensuring that all staff, including teaching, non-teaching and supply staff, know who the DSL and Deputy DSLs are and understand their individual responsibility to remain vigilant, identify safeguarding concerns, and consider the context in which safeguarding issues occur.

During term time, the DSL will be available during school hours to discuss safeguarding concerns. Where concerns arise outside school hours, staff must contact the Local Authority Single Point of Access (SPA) via the emergency out-of-hours number.

In the absence of the DSL, a Deputy DSL will act as cover. In the absence of both the DSL and Deputy DSL, the most senior member of staff on site will assume responsibility for safeguarding matters. All Deputy DSLs will be trained to the same standard as the DSL.

The DSL will be provided with sufficient time, funding, training, resources and support to enable them to:

- provide advice and support to staff on child welfare and child protection matters;
- discuss concerns with appropriate agencies, including early help services, multi-agency partners and the Multi-Agency Safeguarding Hub (MASH);
- take part in strategy discussions and inter-agency meetings, and support staff to do so;
- contribute to the assessment of children;
- make referrals to relevant agencies where appropriate, including children's social care, the Channel programme, the police and the Disclosure and Barring Service (DBS);
- maintain accurate, secure and detailed written records of concerns, decisions and actions, including the rationale for decisions not to refer, and
- promote educational outcomes by sharing relevant safeguarding and welfare information with teaching staff and school leaders, particularly for children with a social worker.

The DSL will also:

- keep the Headteacher informed of safeguarding issues;
- liaise with local authority case managers and designated officers as required;
- take lead responsibility for understanding filtering and monitoring systems within the school;
- access safeguarding supervision in line with the Ofsted Inspection Framework and *Working Together to Safeguard Children,* and
- provide safeguarding information to the senior leadership team, Trustees, Academy Council and external agencies as required.

The full responsibilities of the DSL are detailed in their job description.

## The Trust Board and Academy Council

The Trust Board and Academy Council are responsible for ensuring that effective safeguarding arrangements are in place across all schools.

All Trustees, Academy Council and members will receive appropriate safeguarding and child protection training at induction, including online safety and filtering and monitoring expectations. Training will be refreshed regularly to enable effective strategic challenge and assurance.

The Academy Council will appoint a nominated councillor for safeguarding and child protection (see Appendix 1).

The Trust Board and Academy Council will:

- ensure a whole-school approach to safeguarding that underpins all policies and practice;
- review and approve this policy annually and hold the Headteacher to account for its implementation;
- ensure safeguarding and child protection policies and procedures are in place and reviewed annually;
- ensure safer recruitment procedures are followed and reviewed annually;
- ensure all staff, volunteers, Trustees and Academy Council are subject to appropriate DBS, barred list and Section 128 checks;
- ensure the Single Central Register meets statutory requirements;
- ensure a suitably trained Designated Teacher for Looked After Children is in place;
- ensure staff access safeguarding training appropriate to their role, and
- receive an annual safeguarding report, including early help activity and multi-agency engagement.

All Trustees, Academy Council and members must read Part One and Annex B of KCSIE.

## The Executive Director of Education (EDoE) and the Director of Safeguarding (DoSBC), behaviour and compliance

The EDoE and DoSBC Lead are members of the central Trust team and provides strategic leadership for safeguarding and child protection across Victoria Academies Trust.

## The Director of safeguarding, behaviour and compliance will:

- ensure safeguarding policies and procedures comply with statutory and regulatory requirements;

- provide advice and support to Headteachers and DSLs;
- deliver safeguarding supervision for DSLs and Deputy DSLs, and
- report to the EDoE on safeguarding effectiveness across the Trust.

## The Executive Director of Education will:

- provide advice and support to the CEO and Trust Board,
- report to the Trust Board and CEO on safeguarding effectiveness across the Trust

## The Executive Director of Education and Headteacher

The EDoE and Headteacher are responsible for the implementation of this policy and will ensure that:

- all staff and volunteers are informed of safeguarding systems as part of induction;
- staff understand and follow referral procedures for suspected abuse or neglect;
- the policy is communicated to parents and published on the school website;
- the DSL is adequately resourced and appropriate cover is in place;
- safeguarding training is provided and regularly updated;
- allegations against staff or volunteers are managed appropriately, and
- EYFS statutory requirements, including staffing ratios and key person arrangements, are met.

## Alternative Provision

Staff working in alternative provision settings: where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## Confidentiality and information sharing

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff and volunteers working within schools and settings.

All staff, both teaching and non-teaching, have a professional responsibility to share relevant information about the protection and welfare of children with appropriate professionals, particularly children's social care and the police.

If a child chooses to confide in a member of staff or volunteer and requests that the information is kept confidential, the member of staff or volunteer must explain, in a way that is appropriate

to the child's age, understanding and individual needs, that confidentiality cannot be promised and that the information may need to be shared to help keep the child, or other children, safe.

Effective safeguarding depends upon timely, lawful, proportionate and proactive information sharing. All staff must understand that safeguarding concerns and relevant information should be shared at the earliest opportunity where doing so may assist in safeguarding or promoting the welfare of a child.

The Trust and all its schools, including REPLACE with Academy name, recognise the statutory duty to share relevant safeguarding information with appropriate professionals and agencies where that information may help them carry out their safeguarding or welfare functions. Staff must not delay sharing concerns because they are uncertain about the significance of the information in isolation. A concern, observation, disclosure or piece of information may form part of a wider safeguarding picture when combined with information held by other professionals or agencies.

Staff should not focus solely on whether information can be shared, but whether sharing that information may help another professional, organisation or agency to safeguard or promote the welfare of a child. Information must be shared lawfully, proportionately, accurately, securely and only with those who need to know.

Data protection legislation, including UK GDPR and the Data Protection Act 2018, does not prevent the sharing of information for safeguarding purposes. Concerns about confidentiality, data protection or consent must never be used as a reason to delay or withhold information where a child's safety or welfare may be at risk. Staff should be aware that safeguarding concerns can be shared without consent where there is a lawful basis to do so, and where seeking consent would place a child at increased risk, prejudice a safeguarding enquiry or cause inappropriate delay.

Information should be shared at the earliest opportunity and without unnecessary delay. Staff should consider what information another professional or agency may need in order to safeguard or promote the welfare of a child, rather than whether the information meets a particular threshold in isolation. Decisions to share, or not to share, safeguarding information, together with the rationale for those decisions, should be appropriately recorded.

The Academy operates on the principle that effective safeguarding requires the proactive sharing of information. Staff will share concerns at the earliest opportunity and will not wait for a situation to escalate before seeking advice, support, or intervention. Safeguarding is everyone's responsibility, and the timely sharing of information is a critical component in protecting children from harm.

~~Information shared by children and their families in the course of professional duties must be handled in line with the school's GDPR policy and other relevant policies, including this Safeguarding and Child Protection Policy and local inter-agency procedures.~~

~~Timely information-sharing is essential to effective safeguarding. Concerns about confidentiality or data protection must not be allowed to prevent the sharing of information where this is necessary to safeguard and promote the welfare of children.~~

~~The Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Where staff need to share *special category personal data*, the Data Protection Act 2018 includes "safeguarding of children and individuals at risk" as a lawful processing condition. This allows information to be shared without consent where consent cannot reasonably be obtained, where it is not appropriate to seek consent, or where seeking consent would place a child at increased risk.~~

Staff must never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

If staff are unsure about whether information should be shared, they must seek advice from the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay.

Confidentiality is also addressed within this policy in relation to record-keeping and the management of allegations against staff.

## Recognising Abuse, Responding to Concerns and Managing Disclosures

All staff, volunteers, members, Trustees and Academy Council must act in accordance with the procedures outlined below when a safeguarding concern arises. Full school-specific procedures are set out in Appendix 2.

### Immediate Risk or Serious Harm

Where there is reason to believe that a child is suffering, or is likely to suffer, significant harm, or is in immediate danger, a referral must be made without delay to children's social care and/or the police. Any individual may make a referral.

If a referral is made directly, the Designated Safeguarding Lead (DSL) must be informed as soon as possible.

### Reporting Concerns in School

All safeguarding concerns must be reported to the DSL in line with the school's agreed reporting procedures. If the DSL is unavailable, concerns must be shared with a Deputy DSL or the Headteacher to ensure that there is no delay in seeking advice or taking action.

The DSL is responsible for determining the most appropriate course of action and for ensuring that concerns are managed in line with statutory guidance and local safeguarding procedures.

The DSL will ensure that all staff and volunteers remain alert to the potential abuse or neglect of children, whether within the family, the school environment or the wider community. Staff will be reminded regularly of the importance of timely reporting and the school's referral processes.

## Children Missing from Education

A child missing from education may be an indicator of abuse or neglect. School staff will follow established procedures for responding to children who go missing from education, particularly where this occurs repeatedly. This includes identifying risks linked to abuse, neglect or exploitation, including sexual exploitation, and taking appropriate steps to reduce the likelihood of future occurrences, in line with *Keeping Children Safe in Education (2025)*.

Where safeguarding concerns are present, or where there has been no contact with the child or family, consideration will be given to making a referral to children's social care.

Attendance will be closely monitored in line with the school's Attendance Policy. Where safeguarding or child protection concerns arise, attendance information will be shared with relevant partner agencies in accordance with local information-sharing protocols.

## Elective Home Educated

Many home educated children have an overwhelmingly positive learning experience. At our school we expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we know 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.

From September 2016 the Education (Pupil Registration) (England) Regulations2006 were amended, we must inform our INSERT HERE First all deletions from our admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

## Contact Information

The school will maintain robust systems to ensure that parent and carer contact details are kept up to date. At least two emergency contact numbers will be held on file for every child on roll.

## Responding to a Disclosure from a Child

When a child shares a safeguarding concern with you, it is essential that you respond appropriately and sensitively. In these circumstances, you should:

- give the child your full attention, listen carefully and take what they say seriously; allow them to speak at their own pace and avoid asking leading or probing questions;
- remain calm and reassuring, and avoid displaying shock, disbelief or distress;
- acknowledge the child's courage in speaking out and reassure them that they have done the right thing; do not suggest that they should have spoken sooner;
- explain, in a way the child can understand, what will happen next and that the information will need to be shared to help keep them safe; never promise to keep the information secret;
- make a written record of the conversation as soon as possible, following the school's agreed recording procedures, using the child's own words wherever possible and recording facts only, without personal opinion or interpretation, and
- ensure the record is dated and passed to the Designated Safeguarding Lead (DSL) without delay.

Where appropriate, or if there is immediate risk, a referral may be made directly to children's social care and/or the police. If you do so, the DSL must be informed as soon as possible.

## Female Genital Mutilation (FGM): Recognition and Required Action

*Keeping Children Safe in Education* defines Female Genital Mutilation (FGM) as all procedures involving the partial or total removal of the external female genitalia, or other injury to the female genital organs.

FGM is a serious form of child abuse, is illegal in the UK, and has long-term physical and emotional consequences. It may also be referred to as *female genital cutting*, *circumcision* or *initiation*.

Information about indicators that a pupil may have already undergone FGM, or may be at risk of FGM, is outlined in Appendix 6 of this policy.

## Mandatory Reporting Duty for Teachers

A mandatory statutory duty applies to teachers. A teacher must personally report the matter to the police immediately if they:

- are told by a girl under the age of 18 that FGM has been carried out on her; or

- observe physical signs that appear to indicate FGM has been carried out on a girl under 18, and there is no reason to believe the procedure was required for medical reasons connected with physical or mental health, labour or birth.

Failure to comply with this duty may result in disciplinary action.

Unless specifically instructed not to do so, the teacher should also inform the Designated Safeguarding Lead (DSL) and involve children's social care as appropriate.

## Responsibilities of Other Staff

Any other member of staff who becomes aware that FGM appears to have been carried out on a pupil under the age of 18 must report their concerns to the DSL without delay and follow local safeguarding procedures.

The mandatory reporting duty does not apply where a pupil is believed to be at risk of FGM or where FGM is suspected but not known to have occurred. Staff must not examine pupils under any circumstances.

Any member of staff who has concerns that a pupil may be at risk of FGM, or suspects FGM may have taken place, must share these concerns with the DSL and follow the school's safeguarding procedures

## When You Have Concerns About a Child

If you have concerns about a child's welfare, but do not believe the child is at immediate risk of harm, likely to suffer significant harm, or in immediate danger, you should take the following steps:

- Share your concerns promptly with the Designated Safeguarding Lead (DSL) in line with the school's agreed reporting procedures, so that an appropriate course of action can be considered and agreed.
- In exceptional circumstances where the DSL is unavailable, this must not delay action. Concerns should be reported to a Deputy DSL or a member of the senior leadership team, and advice may be sought directly from local authority children's social care.
- Staff may also seek advice at any time from the NSPCC Helpline on 0808 800 5000.
- Where it is appropriate to do so, a referral may be made directly to local authority children's social care. Any actions taken must be shared with the DSL as soon as reasonably practicable

## Early Help

Where early help is identified as appropriate, the Designated Safeguarding Lead (DSL) will take the lead in coordinating support, liaising with other agencies and arranging an inter-agency assessment where required. Staff may be asked to contribute information or support partner agencies and professionals as part of the early help process.

The DSL will keep each case under regular review. If concerns persist or progress is not evident, consideration will be given to making a referral to the local authority children's social care. The timescales and impact of interventions will be monitored and reviewed to ensure that support remains appropriate and effective

INSERT SCHOOL NAME Early Help Procedures

The school follows its agreed procedures for Early Help assessments.

The Designated Safeguarding Lead (DSL) and pastoral team, including parent support workers, the Education Welfare Officer (EWO) and the SENCO, work closely with children and families across the school. Safeguarding concerns are logged, monitored and followed up through My concern.

The team will determine whether children and/or families require additional support or referral to other services. This may include signposting to universal or targeted support, such as local foodbanks, benefits advice services or housing support, or making formal referrals to external agencies including Family Hubs, Strengthening Families Teams, Murray Hall, Kaleidoscope or CAMHS.

All Early Help actions and referrals will be recorded on My concern to ensure effective monitoring, review and follow-up.

## Referral

Referrals to Sandwell Children's Trust will normally be made by the Designated Safeguarding Lead (DSL). In the absence of the DSL, a referral may be made by another appropriately trained member of the Senior Leadership Team.

If a child is in immediate danger, staff must call 999 without delay, followed by contacting the Sandwell Single Point of Contact on 0121 569 3100. A Multi-Agency Referral Form (MARF) must then be completed and submitted to follow up the telephone call.

Where a child is not considered to be at immediate risk, a MARF must be submitted within 24 hours of the initial disclosure or concern.

MARF forms and guidance are available via MARF – Sandwell CSP. Completed forms must be sent securely to:
Access_Team@sandwellchildrenstrust.org

The school will follow up any MARF submission if a response has not been received within 24 hours.

Where it is appropriate to refer a case to local authority children's social care or the police, the DSL will make the referral or support staff within the setting to do so. If a member of staff makes a referral directly, they must inform the DSL as soon as possible.

The local authority should decide on the appropriate course of action within one working day of receiving a referral and notify the referrer of the outcome. The DSL, or the person who made the referral, must follow up if this information is not received and ensure that outcomes are accurately recorded.

If a child's situation does not appear to be improving following a referral, the DSL or referrer must follow local escalation and resolution procedures to ensure that concerns are addressed and that the child's safety and welfare are effectively protected.

## Concerns About Extremism

If a concern about extremism arises and a child is not suffering, or likely to suffer, significant harm and is not in immediate danger, staff should, wherever possible, discuss the concern with the Designated Safeguarding Lead (DSL) in the first instance to agree an appropriate course of action.

Where concerns are identified, the DSL will assess the level of risk and determine which agency a referral should be made to. This may include a referral to Channel, the government's programme for identifying and supporting individuals who may be vulnerable to being drawn into terrorism, or to local authority children's social care.

The Department for Education also operates a dedicated helpline for school staff and Academy Council to raise concerns about extremism in relation to a pupil. This can be accessed by calling 020 7340 7264 or by emailing counter.extremism@education.gov.uk. This service is not intended for use in emergency situations.

In an emergency, staff must call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321 if they:

- believe someone is in immediate danger,
- suspect that someone may be planning to travel to join an extremist group, or
- see or hear information that may be related to terrorist activity.

## Mental Health Concerns

Mental health difficulties can, in some circumstances, be an indicator that a child has experienced, or may be at risk of experiencing, abuse, neglect or exploitation. Staff will remain alert to behavioural and emotional indicators that suggest a child may be experiencing a mental health difficulty or may be at risk of developing one.

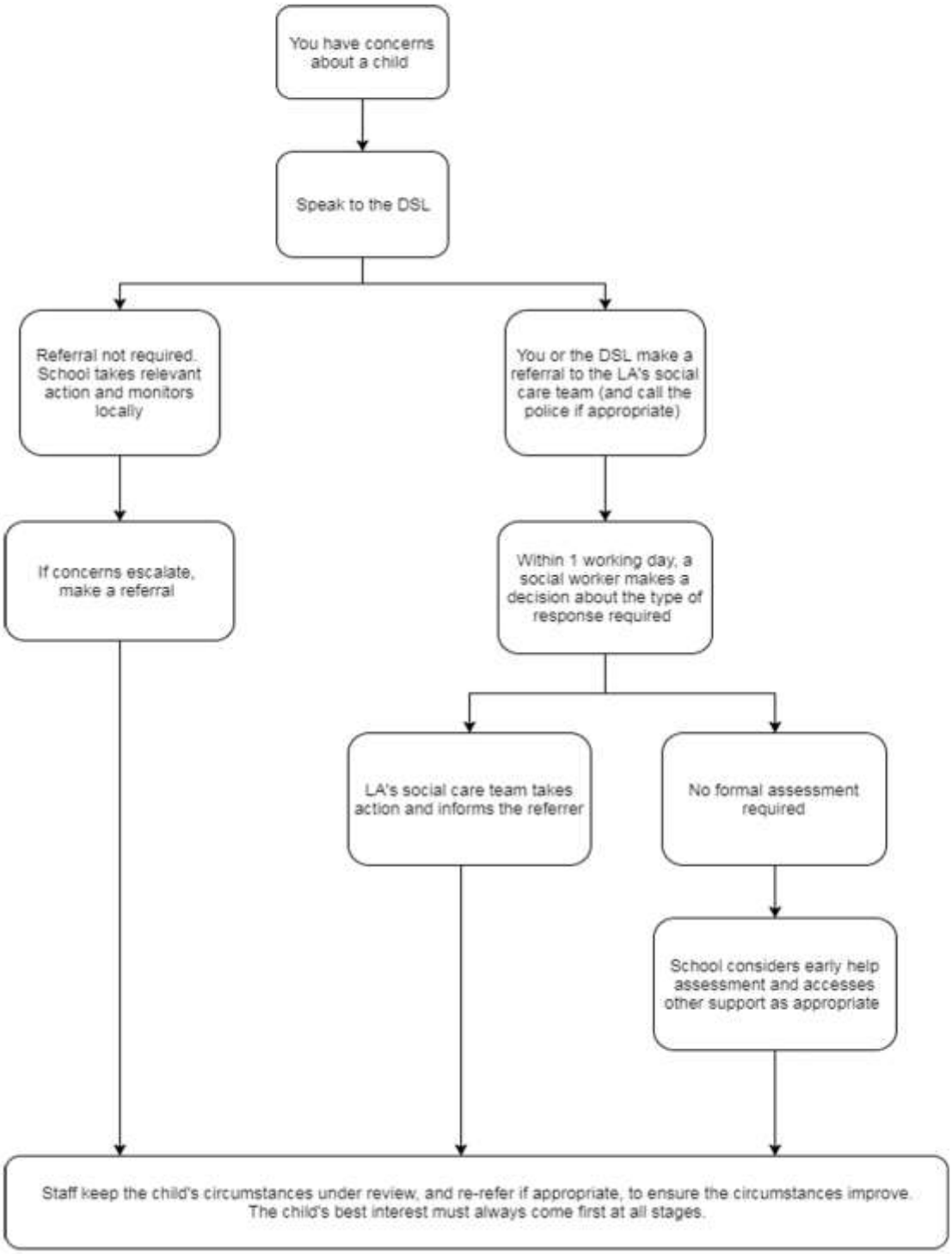
Where a mental health concern also raises a safeguarding concern, staff must take immediate action in line with the school's safeguarding procedures.

Where a mental health concern does not constitute a safeguarding concern, staff should discuss this with the DSL to agree an appropriate course of action and identify any support required within school.

The school has procedures in place to identify and respond to potential mental health concerns. Staff are vigilant to signs of emotional or mental distress, and the mental well-being of pupils is a priority.

Concerns raised by staff or families regarding a child's mental health will be logged on CPOMS. A member of the pastoral team will then speak with the child and, where appropriate, their family. If further support is required, a referral may be made to external agencies through the Early Help process.

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



## Concerns About Adults or Organisations Working with Children

If you have concerns about the conduct or behaviour of a member of staff (including supply teachers, volunteers or contractors), an Academy Councillor, or any individual or organisation using the school premises, or if an allegation is made that such a person may pose a risk of harm to children, you must report this as soon as possible.

Concerns or allegations should be reported to the Headteacher without delay. Where the concern or allegation relates to the Headteacher, it must be reported to the Director of Education.

The Headteacher or Director of Education will then follow the procedures set out in Appendix 5, where appropriate.

Where there is a perceived conflict of interest in reporting a concern or allegation to the Headteacher, the concern must be reported directly to the Local Authority Designated Officer (LADO).

## Allegations of Abuse Made Against Other Pupils (Child-on-Child Abuse)

The school recognises that children and young people are capable of abusing their peers. Abuse of any kind will not be tolerated and will never be dismissed as “banter”, “just having a laugh”, “part of growing up” or similar, as this can lead to a culture of unacceptable behaviour and an unsafe environment for pupils.

The school also recognises the gendered nature of some child-on-child abuse; however, all such abuse is unacceptable and will be taken seriously regardless of the gender of those involved.

While many incidents of pupils harming other pupils will be managed through the school’s Behaviour or Relationships Policy, this Safeguarding and Child Protection Policy will apply where an allegation raises safeguarding concerns. This includes situations where the alleged behaviour:

- is serious and may constitute a criminal offence;
- poses a risk of harm to other pupils;
- involves violence;
- involves pupils being pressured or forced to use drugs or alcohol, or
- involves sexual exploitation, sexual abuse or sexual harassment or violence, including indecent exposure, sexual assault, upskirting, or the sharing of sexually inappropriate images or videos (including nudes and semi-nudes).

Further information on child-on-child abuse is set out in Appendix 6.

## Procedures for Dealing with Allegations of Child-on-Child Abuse

When an Allegation Is Made

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

- The allegation must be recorded and reported to the Designated Safeguarding Lead (DSL) immediately; staff must not investigate the matter themselves.
- The DSL will contact the local authority children's social care and follow their advice, and will also involve the police where the allegation may constitute a criminal offence.
- The DSL will put in place a risk assessment and support plan for all children involved, including the victim(s), the child(ren) against whom the allegation has been made, and any other pupils affected; this will include identifying a named trusted adult for each child.
- Where appropriate, the DSL will liaise with Children and Adolescent Mental Health Services (CAMHS).

## Creating a Supportive Environment and Reducing the Risk of Child-on-Child Abuse

The school recognises the importance of taking proactive steps to minimise the risk of child-on-child abuse and of creating a culture where pupils feel safe and confident to report concerns.

To achieve this, the school will:

- challenge all forms of derogatory, sexualised or inappropriate language and behaviour between pupils, including the requesting or sharing of sexual images;
- remain alert to issues that may disproportionately affect different groups, for example sexualised touching towards female pupils or initiation-style or hazing behaviour involving boys;
- ensure the curriculum supports pupils to understand appropriate behaviour, boundaries and consent;
- provide clear, accessible systems that enable pupils to report concerns confidently, and
- ensure staff consistently reassure pupils that disclosures will be taken seriously.

Staff training will ensure that staff understand:

- how to recognise and respond to the signs and indicators of child-on-child abuse;
- that a lack of reported incidents does not mean abuse is not occurring, and that staff should maintain a mindset of *"it could happen here"*;

- the importance of acting on concerns immediately, even where a pupil has not made a direct disclosure: concerns may arise through behaviour, conversations overheard, reports from peers or other indicators;
- that some pupils may face additional barriers to disclosure due to vulnerability, disability, gender, ethnicity or sexual orientation;
- that a pupil who harms another pupil may themselves be experiencing abuse and therefore also requires safeguarding support;
- the vital role staff play in preventing, identifying and responding to child-on-child abuse, and
- the importance of sharing concerns promptly with the DSL.

Further information on child-on-child abuse is available in Appendix 6.

## Sharing of Nudes and Semi-Nudes (Sexting)

The school follows the recommended approach set out in guidance from the UK Council for Internet Safety.

Staff Responsibilities

If you become aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images or videos, you must report this to the DSL immediately.

Staff must not:

- view, copy, print, share, store or save the imagery, or ask a pupil to share or download it;
- delete the imagery or ask a pupil to delete it;
- ask pupils involved to provide details about the imagery;
- share information about the incident with other staff, pupils or parents/carers, or
- say or do anything that could blame or shame those involved.

If imagery has been viewed accidentally, this must be reported to the DSL immediately.

Staff should explain to the pupil that the concern must be reported and reassure them that support will be provided.

## Initial Review by the DSL

Following a report, the DSL will hold an initial review meeting with relevant staff. This meeting will consider:

- whether any pupil is at immediate risk;

- whether a referral is required to the police and/or children's social care;
- whether viewing the imagery is necessary to safeguard a pupil (this is rarely required);
- what further information is needed to determine the appropriate response;
- whether imagery has been shared beyond the school and by which platforms;
- whether immediate action is required to remove content;
- any relevant background information about the pupils involved;
- whether other settings or agencies need to be informed, and
- whether and when parents/carers should be contacted.

## Immediate Referral

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

- an adult is involved;
- there is evidence of coercion, grooming, blackmail or lack of capacity to consent;
- the content is violent or developmentally inappropriate;
- any pupil involved is under 13, or
- there is reason to believe a pupil is at immediate risk of harm, including self-harm or suicidal ideation.

Where these thresholds are not met, the DSL may decide to manage the incident internally, recording decisions and rationale in line with this policy.

## Ongoing Review and Parental Involvement

If no referral is made at the initial stage, the DSL will conduct further enquiries and risk assessment. Interviews with pupils may take place where appropriate.

If at any point concerns escalate, a referral will be made immediately.

Parents and carers will usually be informed at an early stage unless doing so would place a pupil at increased risk of harm.

Where police involvement is required, this will normally be via 101.

## Reporting Systems for Pupils

The school ensures that pupils' wishes and feelings are considered when determining actions and support.

Pupils are supported to report concerns through:

- clear, child-friendly safeguarding information and displays;

- curriculum opportunities, assemblies and visiting speakers;
- trusted relationships with staff and pastoral teams;
- consistent reinforcement of safeguarding messages, and
- opportunities for pupil voice through leadership roles, councils and feedback mechanisms.

Safeguarding is embedded into daily school life, creating a culture where speaking up is normal, encouraged and safe

Artificial Intelligence (AI) and Deepfakes: Staff should be aware that AI may be used to facilitate abuse, exploitation, harassment and bullying. Risks include AI-generated sexual imagery, deepfake images and videos, impersonation, grooming, coercion and manipulation. Concerns involving AI-generated content must be reported to the DSL immediately.

Information Security and Safeguarding: Cyber security incidents may create safeguarding risks where they compromise child protection information. Data breaches, ransomware incidents, account compromise or unauthorised access to safeguarding records must be reported and managed in accordance with Trust procedures.

Filtering and Monitoring Review: The Trust will undertake and document an annual review of filtering and monitoring arrangements, including testing across internet-enabled devices and recording actions taken to strengthen online safeguarding.

## Online Safety and the Use of Mobile Technology

In fulfilling their responsibility to safeguard and promote the welfare of children and to provide a safe learning environment, the Trust Board and Academy Council will take all reasonable steps to minimise pupils' exposure to risks associated with the school's IT systems.

As part of this responsibility, the Trust Board and Academy Council will ensure that appropriate filtering and monitoring systems are in place and that their effectiveness is reviewed regularly. They will ensure that the leadership team and relevant staff have a clear understanding of the systems in operation, manage them effectively, and know how to escalate concerns when risks are identified.

In determining the appropriateness of filtering and monitoring arrangements, consideration will be given to the age range of pupils, the number of pupils, the frequency of IT access, and the proportionality of cost in relation to safeguarding risk.

The suitability of filtering and monitoring systems remains a matter for individual schools and will be informed, in part, by the risk assessment required under the Prevent Duty.

Information Security and Safeguarding:

Cyber security incidents may create safeguarding risks where they compromise child protection information. Data breaches, ransomware incidents, account compromise or unauthorised access to safeguarding records must be reported and managed in accordance with Trust procedures.

Filtering and Monitoring Review:

The Trust will undertake and document an annual review of filtering and monitoring arrangements, including testing across internet-enabled devices and recording actions taken to strengthen online safeguarding.

To support schools in meeting these responsibilities, the Department for Education has published Filtering and Monitoring Standards Meeting digital and technology standards in schools and colleges - Filtering and monitoring: core standard - Guidance - GOV.UK. The Trust Board and Academy Council will review these standards and support the Headteacher, Designated Safeguarding Lead (DSL) and IT staff to meet them. In particular, schools will ensure that they:

- clearly identify and assign roles and responsibilities for managing filtering and monitoring systems;
- review filtering and monitoring arrangements at least annually;
- block harmful and inappropriate content without unreasonably restricting teaching and learning, and
- implement effective monitoring strategies that meet safeguarding requirements.

Further guidance on filtering and monitoring is available from the UK Safer Internet Centre Appropriate Filtering and Monitoring - UK Safer Internet Centre, and guidance on generative AI in education (2025) is available from the Department for Education. Generative AI: product safety standards - GOV.UK

The Trust recognises the importance of protecting children from harmful and inappropriate online content and acknowledges that technology plays a significant role in many safeguarding and well-being concerns.

To address this, schools aim to:

- maintain robust processes to ensure the online safety of pupils, staff, volunteers and Academy Council;
- protect and educate the whole school community in the safe and responsible use of technology, including mobile and smart devices (referred to in this policy as *mobile phones*);

- set clear expectations and guidance for the use of mobile phones across the school community, and
- establish clear procedures to identify, respond to and escalate online safety concerns where appropriate.

The Four Key Categories of Online Risk

The Trust's approach to online safety is underpinned by addressing the following four categories of risk:

- **Content** – exposure to illegal, inappropriate or harmful material, including pornography, fake news, misinformation and disinformation, conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact** – harmful online interactions, including peer pressure, commercial exploitation, and contact from adults posing as children or young people with the intent to groom or exploit
- **Conduct** – online behaviours that increase the likelihood of harm, such as online bullying, and the making, sending or receiving of explicit images, including consensual and non-consensual sharing of nudes and semi-nudes.
- **Commerce** – risks associated with online gambling, inappropriate advertising, phishing and financial scams.

Schools will maintain regular communication with parents and carers. These communications will reinforce the importance of keeping children safe online and provide clarity about the systems used to filter and monitor online activity. Parents and carers will be supported to understand what their children are being asked to do online, which websites they may access, and who they may interact with as part of school-led online activity.

While it is essential that effective filtering and monitoring systems are in place, the Trust Board and Academy Council will ensure that such arrangements do not result in over-blocking that

**Further detail is set out in each school's Online Safety Policy.**

## Notifying Parents or Carers

Where appropriate, concerns about a child will be discussed with the child's parents or carers. In cases involving a suspicion or disclosure, the Designated Safeguarding Lead (DSL) will manage this process in consultation with relevant members of the school team.

The school will normally seek to discuss concerns with parents or carers and obtain consent before making any referrals, unless doing so would:

- place the child at risk of significant harm or increase the risk of further harm;
- place a vulnerable adult at risk of harm, and/or
- compromise an investigation or enquiries being undertaken by children's social care or the police.

Other members of staff must not discuss safeguarding concerns with parents or carers unless this has been agreed with the DSL.

Where there is concern that informing parents or carers may increase the risk to the child, the DSL will seek advice from the local authority children's social care before taking any action.

In cases involving allegations of abuse made by one child against another, the school will normally inform the parents or carers of all children involved, unless advised otherwise by safeguarding partners.

The school will endeavour to ensure that parents and carers understand the statutory responsibilities placed on the school and its staff in relation to safeguarding and promoting the welfare of children.

## Pupils with Special Educational Needs, Disabilities or Health Issues

The school recognises that pupils with special educational needs (SEN), disabilities or certain health conditions may face additional safeguarding challenges. There may be increased barriers to recognising abuse or neglect in this group, including:

- assumptions that indicators such as behaviour, mood or injury are related to a child's condition rather than potential abuse or neglect;
- increased vulnerability to peer isolation or bullying, including prejudice-based bullying;
- the potential for pupils to be disproportionately affected by harmful behaviours without outwardly displaying clear indicators, and
- communication difficulties that may affect a pupil's ability to disclose concerns.

The school has additional systems and support in place to safeguard pupils with SEN, disabilities or health needs. Further information about this support is available on the school website under SEND documentation. ADD LINK TO POLICY HERE

## Pupils with a Social Worker

Some pupils may have a social worker due to safeguarding or wider welfare needs. The school recognises that experiences of adversity and trauma can increase a child's vulnerability to further harm and may also present barriers to attendance, learning, behaviour and mental health.

The Designated Safeguarding Lead (DSL) and all staff will work closely with social workers to support and protect vulnerable pupils.

Where the school is aware that a pupil has a social worker, the DSL will ensure this information is carefully considered when making decisions relating to the pupil's safety, welfare and educational outcomes. This will inform decisions including, but not limited to:

- responses to unauthorised absence or children missing from education where safeguarding risks are known, and
- the provision of appropriate pastoral and/or academic support.

## Looked-After and Previously Looked-After Children

The school is committed to ensuring that staff have the skills, knowledge and understanding necessary to safeguard looked-after and previously looked-after children effectively.

In particular, the school will ensure that:

- relevant staff have access to appropriate information regarding a child's legal status, care arrangements and contact with birth parents or those with parental responsibility, and
- the DSL holds up-to-date details of children's social workers and relevant Virtual School Heads.

Each setting within the Trust has appointed a Designated Teacher who is responsible for promoting the educational achievement of looked-after and previously looked-after children, in line with statutory guidance, Promoting the health and wellbeing of looked-after children - GOV.UK. The Designated Teacher is appropriately trained and experienced to fulfil this role. ADD IN NAME OF DESIGNATED TEACHER

The Designated Teacher are aware that the Virtual school head manages pupil premium plus for looked after children. The Designated Teacher works with the virtual school head to discuss how funding can be best used to support the progress of our looked after children in school and meet the needs identified in the child's personal education plan. The Designated Teacher will also work with the virtual school head to promote the educational achievement of previously looked after children and those in Kinship care.

The Academy Council has appointed a designated teacher to promote the educational achievement of children who are looked after or previously looked after and ensure that this person has appropriate training. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the

educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Designated teacher for looked-after and previously looked-after children - GOV.UK

## Physical Interventions (Use of Reasonable Force)

The school recognises the importance of supporting children to develop independence wherever possible. However, depending on a child's age and circumstances, limited physical contact may be necessary. This may include situations where a child is injured, requires guidance in the safe use of equipment, or where action is needed to prevent a child from harming themselves or others.

Under Section 93 of the Education and Inspections Act 2006, school staff may use *reasonable force* to prevent a pupil from:

- Committing an offence (or, for pupils below the age of criminal responsibility, what would constitute an offence).
- Causing injury to themselves or others, or damaging property.
- Seriously prejudicing the maintenance of good order and discipline within the school.

Schools are guided by national guidance, including *Reducing the Need for Restraint and Restrictive Intervention* (HM Government, 2019) Reducing the need for restraint and restrictive intervention - GOV.UK, *Behaviour in Schools* (DfE, 2024) Behaviour in schools - GOV.UK and Use of reasonable force and other restrictive interventions guidance, alongside any specialist guidance where required.

The Children and Learning Act 2009 requires the Trust Board to ensure that procedures are in place within schools for recording each significant incident involving the use of force and for reporting such incidents to the pupil's parent as soon as practicable.

A member of staff must not inform a parent if doing so would be likely to result in significant harm to the pupil. In such cases, or where there is no parent to notify, the incident must be reported to the local authority in which the pupil normally resides.

## Safeguarding in the Curriculum

Schools play a vital role in preventative education. Effective prevention is best achieved through a whole-school approach that prepares pupils for life in modern Britain and promotes a culture of zero tolerance towards sexism, misogyny and misandry, homophobia, biphobia, and sexual violence or harassment.

Each school will have a clear set of values and expectations that are consistently upheld and modelled across all aspects of school life. These are reinforced through the school's Behaviour Policy, pastoral support systems and a planned, evidence-based PSHE programme, delivered through regularly timetabled lessons and embedded across the wider curriculum.

The PSHE programme will be inclusive, age-appropriate and developmentally appropriate, with particular consideration given to pupils with SEND and other vulnerabilities. It will be supported by: NAME PSHE PROGRAMME AND LINK TO WEBSITE PAGE

- the school's Behaviour Policy;
- a strong pastoral support system, and
- a planned programme of PSHE that addresses key safeguarding themes, including boundaries, consent, body confidence, stereotyping and sexual harassment.

Child protection and wider safeguarding themes will be addressed through the curriculum where appropriate, including within subject teaching and assemblies. Relevant issues will be explored in context, such as self-esteem, emotional literacy, assertiveness, power, relationships and sex education, online safety and bullying.

ADD IN A PARAGRAPH ABOUT INDIVDUAL SCHOOL PROVISION HERE

## Complaints and Concerns Related to Safeguarding

Complaints or concerns about staff that may require a child protection investigation will be managed in line with the school's procedures for dealing with allegations of abuse against staff.

All other complaints will be addressed through the Trust Complaints Policy and procedures.

Early years providers within the Trust will ensure that complaint procedures meet the safeguarding and welfare requirements set out in the Statutory Framework for the Early Years Foundation Stage.

## Whistleblowing

Concerns about the way in which the school safeguards pupils, including unsafe practice or potential failures in safeguarding arrangements, should be raised in line with the Trust Whistleblowing Policy and procedures.

## After-school clubs, community activities and tuition

Safeguarding providers have a legal duty of care to ensure we maintain a safe environment for children. If we receive an allegation or concern relating to an incident that has happened when an outside individual or organisation are using our school premises, we will ensure that we

follow our school's safeguarding and child protection procedures, which includes reporting allegations to the LADO, Children's Social Care and Police if a crime has been committed. It is the role of the Academy Council to ensure any organisation that hires the school premises is compliant with the guidance set out in Out-of-school settings: safeguarding guidance for providers - GOV.UK - GOV.UK In particular we have embedded within our lease agreement with external organisations the standards and expectations for them to provide evidence and assurance of their safeguarding and child protection procedures.

## Record-Keeping

The Trust and all member settings will maintain safeguarding records in accordance with the records retention schedule.

All safeguarding concerns, discussions, decisions and the rationale for those decisions must be recorded. Where there is uncertainty about whether information should be recorded, staff should seek advice from the Designated Safeguarding Lead (DSL).

Safeguarding records will include:

- A clear and comprehensive summary of the concern.
- Details of actions taken and how the concern was followed up.
- Records of decisions made, including actions not taken, and the outcomes

Concerns and referrals relating to safeguarding will be stored in a separate child protection file for each child. These records will be retained for an appropriate period after the child has left the school.

When a child with safeguarding concerns moves to another school, the DSL will ensure that the child protection file is transferred securely and separately from the main pupil file, within five days of the child being on roll at the receiving setting. Where concerns are significant or complex, and/or where children's social care is involved, the DSL will also speak directly with the DSL at the receiving school to ensure that appropriate arrangements are in place to safeguard the child.

# Training

## All Staff

All staff will receive safeguarding and child protection training at induction, including training on whistleblowing procedures and online safety. This ensures that staff understand the school's

safeguarding systems, their individual responsibilities, and how to identify signs of possible abuse or neglect.

Safeguarding training will be regularly updated and refreshed at least annually to ensure that key updates from *Keeping Children Safe in Education (KCSIE)* are shared and understood.

Training will:

- be integrated into the school's whole-school safeguarding approach, wider staff training and curriculum planning;
- align with guidance from the three safeguarding partners, and
- have regard to the Teachers' Standards, supporting expectations that all teachers:
    - manage behaviour effectively to ensure a safe and positive environment
    - understand and respond appropriately to the needs of all pupils.

All staff will also receive training on the government's Prevent duty to enable them to identify children who may be at risk of being drawn into terrorism and to challenge extremist ideas.

In addition, staff will receive regular safeguarding updates, including online safety updates, as required and at least annually.

Contractors and volunteers will receive appropriate safeguarding training, where applicable, in line with their role and responsibilities.

## The Designated Safeguarding Lead (DSL) and Deputies

The DSL and any Deputy DSLs will undertake formal safeguarding and child protection training at least every two years.

They will also update their knowledge and skills on a regular basis, and at least annually, through activities such as e-bulletins, specialist training, professional networks and meetings with other DSLs, ensuring they remain up to date with safeguarding developments.

The DSL and deputies will also complete Prevent awareness training.

## Members, Trustees and Academy Council

All members, Trustees and Academy Council will receive an appropriate level of safeguarding training to ensure they have the knowledge required to fulfil their strategic responsibilities and to understand their role in safeguarding and promoting the welfare of children.

## Safer Recruitment – Interview Panels

At least one member, and where possible, all 3 members of every interview panel for any post within the school will have completed safer recruitment training. This training will, as a minimum, cover the requirements of *Keeping Children Safe in Education* and align with local safeguarding procedures.

Further details are set out in the Recruitment and Selection Policy.

## Monitoring Arrangements

This policy will be reviewed annually, with particular reference to *Keeping Children Safe in Education*. The Executive Director of Education and the Director of Safeguarding, Behaviour and Compliance will review the model Trust policy, while schools will review their school-specific version.

At each review, the model Trust policy will be approved by the Trust Board, and the school-specific policy will be adopted by the Academy Council.

## Links with Other Policies

This policy should be read alongside the following Trust and school policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance
- Online Safety
- Equality
- Relationships and Sex Education
- First Aid
- Curriculum
- Acceptable Use Policy
- Anti-Bullying Policy
- Social Networking Policy.

Victoria Academies Trust

## Appendix 1 – Important contacts

| Role /Organisation | Name | Contact |
|---|---|---|
| Designated Safeguarding Lead | | |
| Deputy DSL | | |
| Local Authority Designated Officer (LADO) | | |
| Chair of Academy Council | | |
| Link Academy Councilor for Safeguarding | | |
| Link Trustee for Safeguarding | Rob Elkington | Tel: 0121 558 8701<br>email: enquiry@victrust.org |
| Trust DSL – Executive Director of Education | Kate Tewley | Tel: 0121 558 8701<br>email: enquiry@victrust.org |
| Director of Safeguarding, Behavior and Compliance | Grace Castle | Tel: 0121 558 8701<br>email: enquiry@victrust.org |
| Virtual Head | | |
| Children Looked After Lead | | |
| SENCo | | |
| School E-Safety Lead | | |
| Multi Agency Safeguarding Hub (MASH) | | |
| Out of Duty Team | | |
| PREVENT Officer | | |

| | | |
|---|---|---|
| Child Sexual Exploitation (CSE) Team | | |
| Child Mental Health Link | | |
| Victoria Academies Trust Office | CEO – Sharron Philpott | Tel: 0121 558 8701<br><br>email: enquiry@victrust.org |

## Appendix 2 – INSERT SCHOOL NAME School Procedures

If a child makes a disclosure or a member of staff has a safeguarding concern, a record must be made on the school's electronic safeguarding system, CPOMS. Staff should record a concern where they are worried about a child's safety, or log a communication where they believe there is other relevant safeguarding information to share about a child.

All employed staff are issued with individual login details for CPOMS and receive training on its use at the start of their employment. Casual supply staff, staff working under service level agreements and agency supply staff all receive an induction and are informed of the procedures for reporting safeguarding concerns while working in school. These staff are required to report concerns directly to the Designated Safeguarding Lead (DSL) or Deputy DSLs.

All relevant information must be recorded as soon as possible, and in any event before the member of staff leaves school that day. Once a concern or communication is logged, the Safeguarding Team (DSL, Deputy DSLs, Education Welfare Officer and Assistant Headteachers) will receive an automatic email notification.

A member of the Safeguarding Team will then access CPOMS to review and respond to the concern. Once the concern has been actioned by the DSL or Deputy DSL, it will be marked as 'Read'. The concern will only be marked as 'Closed' once an appropriate outcome has been determined. This decision is made by the DSL.

All staff involved will receive update notifications through CPOMS when actions have been taken and when the concern is closed

## Appendix 3 – Abuse, Neglect and Exploitation

Abuse, neglect, exploitation and other safeguarding concerns rarely occur in isolation and cannot always be clearly categorised by a single definition. In many cases, multiple forms of abuse or safeguarding issues may overlap.

## Physical Abuse

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

## Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and adverse effects on the child's emotional development. Some level of emotional abuse is present in all types of maltreatment, although it may occur on its own.

Emotional abuse may include:

- Conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving a child opportunities to express their views, deliberately silencing them or mocking what they say or how they communicate.
- Imposing age- or developmentally inappropriate expectations, including interactions beyond a child's developmental capability, overprotection, limitation of exploration and learning, or preventing participation in normal social interaction.
- Exposure to seeing or hearing the ill-treatment of another person.
- Serious bullying, including cyberbullying, causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child.

## Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This does not necessarily involve a high level of violence.

## Sexual abuse may include:

- Physical contact, such as assault by penetration (for example, rape or oral sex) or non-penetrative acts including masturbation, kissing, rubbing or touching outside of clothing.
- Non-contact activities, such as involving children in looking at or producing sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet.

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

## Neglect

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

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

- Provide adequate food, clothing and shelter (including exclusion from the home or abandonment).
- Protect the child from physical and emotional harm or danger.
- Ensure adequate supervision, including the use of inappropriate or inadequate caregivers.
- Ensure access to appropriate medical care or treatment.

Neglect may also include a lack of responsiveness to a child's basic emotional needs

## Domestic Abuse

Domestic abuse includes a wide range of behaviours and may be a single incident or a pattern of abuse. This may include psychological, physical, sexual, financial or emotional abuse. Children may be victims directly or through witnessing abuse within the home, including teenage relationship abuse.

Domestic abuse can have a significant and long-term impact on a child's wellbeing, development and ability to learn. Abuse may occur between family members or within a child's own intimate relationships.

Where police attend domestic abuse incidents involving children, the school may be informed under Operation Encompass Information sharing duty: Operation Encompass - GOV.UK. The DSL will provide appropriate support and ensure records are updated.

PLEASE INSERT ANY SCHOOL LINKS TO LA AND OP ENC HERE

## Appendix 4 – EYFS-Specific Safeguarding

The Early Years Foundation Stage (EYFS) Statutory Framework sets out safeguarding requirements that apply specifically to children from birth to five. This appendix highlights those EYFS-specific safeguarding arrangements that are not covered in the main body of the Safeguarding and Child Protection Policy. Full details of the statutory framework are available within the EYFS guidance: Early years foundation stage (EYFS) statutory framework - GOV.UK.

All settings delivering the EYFS will have an attendance policy, which is shared with parents and/or carers.

All EYFS settings follow safer recruitment procedures in line with the Trust's Recruitment and Selection Policy.

Procedures relating to safer eating, food and drink, and toileting are set out within each setting's individual policies and procedures and are implemented consistently to support the safety and well-being of children.

## Appendix 5 – Allegations That May Meet the Harm Threshold Against Staff

This section applies to all cases where it is alleged that a current member of staff, including supply teachers, volunteers or contractors, has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against, or related to, a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved, or may have behaved, in a way that indicates they may be unsuitable to work with children. This includes behaviour that takes place both inside and outside of school.

All allegations of abuse will be managed promptly, fairly and consistently, ensuring effective protection for children while also providing appropriate support for the individual who is the subject of the allegation.

Where an allegation arises, the Headteacher will seek advice from the Director of Education. Where it is agreed that an internal investigation should proceed, the Trust's central team will appoint a suitably qualified Investigating Officer to lead the investigation. If an allegation is made against the Headteacher, it should be referred to the Director of Education for consideration and management in accordance with Trust procedures. If an allegation is made against the Chief Executive Officer (CEO), it should be referred to the Chair of Trustees(Robert Elkington), who will oversee the matter in accordance with the Trust's procedures.

~~Where an allegation arises, the Headteacher (or the CEO where the Headteacher is the subject of the allegation) will seek advice from the Director of Education. Where it is agreed that an internal investigation should proceed, the Trust's central team will appoint a suitably qualified Investigating Officer to lead the investigation.~~

Procedures for managing allegations will be applied with professional judgement, in line with Trust policies and procedures and relevant statutory guidance.

Schools will promote a culture in which staff are encouraged and feel confident to self-refer where appropriate. This may include situations where a member of staff believes their actions could be misinterpreted, may appear compromising to others, or where, on reflection, they consider that their behaviour may fall below expected professional standards.

**If a concern has not reached the harm threshold/lower level concerns:**

Concerns may arise in several ways and from a number of sources. For example, suspicion, complaint; or disclosure made by a child, parent or other adult within or outside our schools; or as a result of vetting checks undertaken.

A low-level concern is still a concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of

our school may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

• being over friendly with children

• having favourites

• taking photographs of children on their mobile phone

• engaging with a child on a one-to-one basis in a secluded area or behind a closed door

• using inappropriate sexualised, intimidating or offensive language

Our training helps staff understand that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Our procedure for sharing confidentially such concerns as above is clear:-

If low-level concerns are shared initially with the DSL or with the headteacher it is a matter for our school to decide. If the former, then our DSL will inform the headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern.

Our headteacher will be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in our school the headteacher may wish to consult with the DSL and take a more collaborative decision-making approach.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the relevant LADO.

As part of our whole school approach to safeguarding we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of our school (including supply teachers, volunteers and contractors) are dealt with promptly and

appropriately. By creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. When implemented correctly, this will enforce our open and transparent culture; enable us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these

boundaries, and in accordance with the ethos and values of our school as set out in part one of the policy.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

Our records for such level of concern will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). This allows for records to reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Our record keeping around employment records will be informed by the Employment information | ICO which provides practical advice on record retention.

For further information please see the Trust Allegation and Concerns Policy available here: VAT-allegations_and_concerns_2023-25.pdf or on the Trust Website

# Appendix 6 – Specific Safeguarding Issues

## Children Missing from Education

A child missing from education, particularly on a repeated basis, can be an indicator of a range of safeguarding concerns. These may include abuse or neglect, sexual abuse or exploitation, child criminal exploitation, mental health difficulties, substance misuse, radicalisation, female genital mutilation (FGM) or forced marriage.

While there are many reasons why a child may go missing from education, some children are at increased risk. This includes children who:

- are at risk of harm or neglect;
- are at risk of forced marriage or FGM;

- come from Gypsy, Roma or Traveller communities;
- come from families of service personnel;
- go missing from home or care
- are involved with the youth justice system;
- stop attending school, and/or
- come from newly arrived migrant families.

The school will follow its procedures for unauthorised absence and for responding to children missing from education, particularly where this occurs repeatedly. This includes identifying risks of abuse, neglect or exploitation and taking steps to reduce the likelihood of future incidents. The school will inform the local authority where a child leaves without a new school being named and will comply with statutory requirements when removing a child from the admission register at non-standard transition points.

Staff will receive training on indicators and individual triggers linked to safeguarding concerns associated with children missing from education, including risks related to travel to conflict zones, FGM and forced marriage.

Where a child is suffering, or is likely to suffer, harm, or is in immediate danger, an immediate referral will be made to children's social care and/or the police in line with local safeguarding procedures.

## Child Criminal Exploitation: County Lines

Staff/volunteers are aware that 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.

The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Staff have alerted to the fact that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same; however, we are aware that girls are at risk of criminal exploitation too. We know that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of Child Criminal Exploitation:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who are regularly absent from school or education or do not take part in education.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Further information County lines: criminal exploitation of children and vulnerable adults - GOV.UK

Any concerns will be referred to Children's Services and support will be sought from:

INSERT LA CONTACT HERE

## Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where an individual or group exploits an imbalance of power to coerce, manipulate or deceive a child into sexual activity. This may be in exchange for something the child needs or wants, or for the gain or increased status of the perpetrator, and may or may not involve violence.

CSE can be perpetrated by males or females, children or adults, and may be a single incident or a pattern of abuse over time. Children may not recognise that they are being abused and may believe they are in a consensual relationship.

CSE can involve physical contact or non-contact activity and may occur online. This includes persuading or forcing children to share sexual images, engage in sexual conversations online, or participate in sexual acts via webcams.

Indicators may include those listed for CCE, as well as:

- having an older partner;
- contracting sexually transmitted infections or becoming pregnant.

Concerns must be reported to the DSL, who will follow local safeguarding procedures.

## Homelessness

Homelessness, or the risk of homelessness, presents a significant safeguarding risk. The DSL will be aware of referral routes into local housing services and will act promptly where concerns arise. Where a child is at risk of harm, a referral to the local authority's children's social care will also be made.

## Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will work with the children and their families as much as possible to mitigate the harm by offering early help and emotional wellbeing support where necessary and recognise additional risks such as witnessing arrests, trauma of prison visits, concerns regarding an offenders release and return home.

## Honour-Based Abuse (Including FGM and Forced Marriage)

Honour-based abuse refers to incidents committed to protect perceived family or community honour and includes practices such as FGM, forced marriage and breast ironing. Such abuse often involves extended family or community pressure and multiple perpetrators.

All forms of honour-based abuse are safeguarding concerns. Staff must report concerns to the DSL, who will activate local safeguarding procedures.

## Female Genital Mutilation (FGM)

The DSL will ensure staff receive training to identify children who may be affected by, or at risk of, FGM.

Indicators that FGM may have already occurred, and signs that a child may be at risk, are recognised and monitored. These indicators are not exhaustive.

Any concerns must be reported immediately to the DSL. Where mandatory reporting thresholds are met, staff will follow statutory procedures.

## Forced Marriage

Forced marriage is a criminal offence. It occurs where a person is forced into marriage without free and full consent through violence, threats or coercion.

Staff are trained to recognise indicators of forced marriage and understand the "one chance" rule. Concerns must be reported to the DSL, who will follow safeguarding procedures and seek specialist advice from the Forced Marriage Unit.

Misogyny and Harmful Online Influences:

The Trust recognises that misogyny, harmful online influencers, gender-based harassment and discriminatory attitudes may contribute to safeguarding concerns. Staff will remain alert to these risks and respond through safeguarding, behaviour, curriculum and pastoral processes.

## Preventing Radicalisation

~~Staff are aware that children can be susceptible to extremist ideology and radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.~~

~~As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.~~

~~Where our staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they will discuss this with the Designated Safeguarding Lead.~~

~~Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. Managing risk of radicalisation in your education setting - GOV.UK~~

~~The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers~~

~~childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. Prevent duty guidance: England and Wales (2023) - GOV.UK~~

~~Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.~~

~~We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.~~

~~Recognising Extremism~~

~~Early indicators of radicalisation or extremism may include:~~

- ~~showing sympathy for extremist causes~~
- ~~glorifying violence, especially to other faiths or cultures~~
- ~~making remarks or comments about being at extremist events or rallies outside school~~
- ~~evidence of possessing illegal or extremist literature~~
- ~~advocating messages similar to illegal organisations or other extremist groups~~
- ~~out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)~~
- ~~secretive behaviour~~
- ~~online searches or sharing extremist messages or social profiles~~
- ~~intolerance of difference, including faith, culture, gender, race or sexuality~~
- ~~graffiti, art work or writing that displays extremist themes~~
- ~~attempts to impose extremist views or practices on others~~
- ~~verbalising anti-Western or anti-British views~~
- ~~advocating violence towards others~~

## Preventing Radicalisation

Staff are aware that children can be susceptible to extremist ideology and radicalisation into terrorism. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of the Academy's safeguarding approach. Radicalisation is a safeguarding concern and, like other risks to a child's welfare, should be managed through the Academy's existing

safeguarding and child protection procedures. The Prevent Duty is an important part of the school's wider safeguarding responsibilities.

As part of the Counter-Terrorism and Security Act 2015, schools have a duty to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty. Where staff are concerned that a child may be susceptible to extremist ideology or radicalisation, they must report their concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. There is no single profile of a child who may be susceptible to radicalisation and no single indicator that demonstrates radicalisation. Concerns should be assessed using professional judgement, available information and consideration of the wider context of the child's circumstances. Staff should be mindful that a concern, observation, disclosure or piece of information may not be significant in isolation but may form part of a wider safeguarding picture when combined with information held by other professionals or agencies. Managing risk of radicalisation in your education setting - GOV.UK

The Designated Safeguarding Lead (DSL) and Deputy DSLs receive appropriate Prevent training and are responsible for assessing concerns, gathering and reviewing relevant information, considering vulnerabilities and protective factors, and determining appropriate support, monitoring or referral pathways. Where appropriate, this may include seeking advice from Prevent professionals or making a Prevent or Channel referral. Designated Safeguarding Leads, Deputy DSLs and senior leaders will ensure they remain familiar with current Prevent guidance and related statutory safeguarding requirements. Prevent duty guidance: England and Wales (2023) - GOV.UK

Staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement when identifying children who may be susceptible to radicalisation and will act proportionately in line with the Academy's safeguarding procedures.

We are committed to ensuring that pupils are offered a broad and balanced curriculum that prepares them for life in modern Britain. Teaching the school's values alongside the fundamental British Values supports high-quality teaching and learning while making a positive contribution to the development of a fair, just and respectful society. Through the curriculum, pupils are taught to recognise and critically evaluate extremist narratives, including those encountered online.

## Recognising Extremism

The presence of one or more of the indicators below does not automatically mean that a child is being radicalised. Concerns should always be considered within the wider context of the child's circumstances and assessed using professional judgement.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes.
- Glorifying violence, particularly towards people of different faiths, cultures or beliefs.
- Making remarks about attending extremist events or rallies.
- Evidence of possessing extremist materials or literature.
- Advocating messages associated with extremist groups.
- Significant and unexplained changes in behaviour, appearance, attitudes or peer relationships.
- Secretive behaviour.
- Accessing, searching for, creating or sharing extremist content online.
- Intolerance towards diversity, including differences in faith, culture, race, disability, gender or sexuality.
- Graffiti, artwork or writing displaying extremist themes.
- Attempts to impose extremist views or practices on others.
- Expressing views that support violence or terrorism.
- Advocating violence towards others.

Channel

The school's Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Channel referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the SPOC and to the Designated Safeguarding Lead (if this is not the same person). Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

INSERT LA CONTACT AND HOW TO HERE

## Child-on-Child Abuse

Child-on-child abuse may take place inside or outside of school and online. This includes bullying, physical abuse, sexual violence or harassment, initiation or hazing behaviours, and the sharing of sexual images.

All such abuse is taken seriously. Staff must act on concerns immediately and follow safeguarding procedures.

## Serious Violence

Indicators of involvement in serious violence may include unexplained injuries, changes in behaviour, disengagement from education, or unexplained possessions. Staff must report concerns to the DSL.

## Modern slavery

Modern slavery refers to the exploitation of people who cannot refuse or leave because of threats, violence, coercion, deception, or abuse of power. It is a broad term that covers several forms of severe exploitation.

Key features of modern slavery

- Loss of freedom: The person cannot leave or control their own situation
- Exploitation: They are used for someone else's gain (e.g., labour, sex, services)
- Coercion or control: Through threats, abuse, debt, or manipulation

## LGBTQ+ Pupils

Being LGBTQ+ is not a risk factor in itself. However, LGBTQ+ pupils may face increased vulnerability to bullying, discrimination or abuse. Staff will work to reduce barriers, provide safe spaces and ensure access to appropriate support.

## Fabricated illness

Fabricated illness is a form of abuse where a person, usually a caregiver, deliberately exaggerates, invents, or causes health problems in someone they are responsible for, typically a child.

Key features

- False or exaggerated symptoms are reported to medical professionals
- The caregiver may manipulate tests or produce evidence of illness
- In some cases, they intentionally cause harm to make the person appear ill
- The behaviour is often driven by a need for attention, sympathy, or control

## Mental Health

The Trust recognises the importance of promoting positive mental health and resilience. Mental health difficulties may sometimes indicate safeguarding concerns. Staff will remain alert to signs and share concerns with the DSL.

## Non-Collection of Children

Where a pupil is not collected at the end of the school day, the school will follow its late collection procedures. Persistent non-collection may result in a welfare referral ADD IN SCHOOL PROCEDURE HERE