SAFEGUARDING AND CHILD PROTECTION POLICY (MULTI ACADEMY TRUST)

Author/Owner (Name and Title)	Strategic Safeguarding Lead
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Approved By	Full Board of Directors

Policy Category	1	Academy to implement without amendment
	2	Academy specific appendices
(Please Indicate)	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V2	26/09/2022	Dawn Slater	• 3. Statutory Framework Reference to Sexual violence and sexual harassment between children in schools and colleges (DfE 2021) removed and replaced with KCSIE Part 5 (2022). • Page 22 addition of child-on-child sexual violence and sexual harassment flowchart.
V3	14/03/2023	Dawn Slater	• Page 47 change of LADO contact email • Page 40 administering of intimate care plans
V4	09/05/2023	Dawn Slater	• Updated Hall Cross contact details within Appendix 1
V5	July 2023	Dawn Slater	• 1. Updated Rationale. • 2. Governors' Statement includes reference to outside agencies delivering activities following academy safeguarding procedures. • 4. DSL's role updated including responsibility for filtering and monitoring. • 5. Includes reference to child victims of trafficking/modern day slavery. • 5. Referring to children absent from education and children missing from education. • 5. Referring to children/young people who may be susceptible to radicalisation as opposed to vulnerable. • 6. Includes reporting concerns re mental health. • 9. Online Safety includes commitment to following the DfE standards for filtering and monitoring. • 9. Definition of reasonable force included. • 10. Inclusion of allegations against staff for behaviour outside of the workplace. • Appendix 1. Updated contacts list.
V6	Feb 2024	Strategic Safeguarding Lead	• Updated to reflect updated guidance Working Together to Safeguard Children (December 2023) to replace previous reference to Working Together to Safeguard Children (2018)

Contents

1. Rationale

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, The Education Act 2002 and Working Together to Safeguard Children 2023. This policy reflects the statutory requirements within Keeping Children Safe in Education September 2023 and DSCP local policy and procedures. Including local lessons learned to ensure all children young people and families within the Trust are supported.

Safeguarding is defined as:

- protecting children from maltreatment,
- preventing the impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes. *(Keeping Children Safe in Education, (DfE, 2023))*

This Safeguarding and Child Protection Policy (Multi Academy Trust) forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole Academy/School staff and volunteers within the Multi Academy Trust (MAT). All staff should be aware of systems within their own Academies/Schools which support safeguarding, and these should be explained to them as part of staff induction; through Continued Professional Development (CPD) and regular updates. These should include the:

- Safeguarding and Child Protection Policy (Academy/School Version), which amongst other things includes the policy and procedures to deal with child-on-child abuse.
- Behaviour Policy which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Code of Conduct for Staff Policy.

The purpose of this policy is:

- to protect children and young people in our Multi Academy Trust from harm.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to safeguarding and child protection.

This policy applies to anyone working on behalf of our MAT, including senior managers and the board of Governors/Directors, paid staff, volunteers, sessional workers, agency staff and students.

In our MAT we are committed to safeguarding children and young people, and we expect everyone who works in our academies to share this commitment.
Adults in our MAT take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.
We will always act in the best interest of the child and aim to create a culture of vigilance.

Safeguarding is **everyone's** responsibility.

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion, or sexual

identity have equal rights to protection.
- Everyone who works with children has a professional responsibility to keep them safe (Working Together 2023).
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Doncaster Children's Trust, and professionals should follow up their concerns if they are not satisfied with the response. (*Working Together 2023*).
- Pupils and staff involved in safeguarding issues receive appropriate support and training.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against Trust staff or volunteers.
- To develop and promote effective working relationships with other agencies, especially the police and social care.
- To ensure all staff have been recruited in accordance with safer recruitment principles and a single central record is kept ensuring that all required vetting checks have been carried out before appointments are made. These include satisfactory (enhanced) DBS (incorporating a barred list check), prohibition from teaching, prohibition from leadership and management, satisfactory references that have been validated, medical declaration, right to work in the UK, full identity information in accordance with guidance. Any gaps in personnel files are noted and reasonable steps are taken to rectify with ongoing supervision.
- Exceed Learning Partnership has safe Academies/Schools with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns.
- All staff understand the categories of abuse, indicators and know how, when, who and how to record and report all safeguarding concerns.

The Exceed Learning Partnership MAT has a responsibility to:
- provide a safe space for children to talk.
- support staff
- provide a safe environment in which children can learn.

Academy/School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All Academy/School staff will receive appropriate safeguarding training as part of their CPD, including online safety (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

In addition, all Trust members will receive safeguarding and child protection updates (for example, via email, ebulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Supply staff, contractors and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead (DSL), including the Safeguarding and Child Protection Policy and Code of Conduct for Staff.

Safeguarding needs to be:
- **Compliant** – through Government guidance and Ofsted Policy
- **Effective**

- **Innovative** – through the delivery of safeguarding within the curriculum and raising parental awareness.
- **Collaborative** – through working with other agencies and sharing best practice.

2. Mission Statement

The Trust will:

- Establish and maintain a positive ethos and culture where children feel safe, secure, happy and are listened and responded to when they have a worry or concern.
- Establish and maintain an ethos and culture where staff and volunteers feel safe, are encouraged to talk, and are listened and responded to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the Academies/Schools, whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection contacts to specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Promote equality, diversity and inclusion at all times and understand that the welfare of all children is paramount and that they have a right to be protected regardless of background, circumstance or protected characteristic.
- Consider how children may explore safeguarding issues, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Seek to understand child protection risks beyond the family (contextual safeguarding)

It is the Exceed Learning Partnership intent that **ALL** its educational establishments will be effective (outstanding) for safeguarding and child protection.

It is the responsibility of each Academy/School to ensure they maintain an up-to-date Safeguarding and Child Protection Policy and keep updated with the changing Government advice when statutory guidance is issued.

Directors' statement

- The Board of Directors and staff of the Multi Academy Trust take the responsibility to safeguard and promote the welfare of all pupils as the main priority; to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within the Trust to identify, assess, and support those children who are suffering harm or who are likely to suffer harm and to keep them safe and secure whilst in our care.
- The Board of Directors will ensure the Strategic Safeguarding Lead (SSL) has a job description in line with Keeping Children Safe in Education 2022 with dedicated time and support in place for the SSL to fulfil this duty.
- The responsibilities set out in this policy apply to all members of the Trust community including pupils, staff, governors, directors, visitors/contractors, volunteers, and trainees working within the Academies/Schools. It is fully incorporated into the whole Trust ethos and is under pinned throughout effective leadership and supervision; the teaching of the curriculum including a well-planned and delivered programme of RSHE (Relationships, Sex and Health Education) / PSHE (Personal, Social, Health and Economic) education / SMSC (Spiritual, Moral, Social and Cultural) development and within the physical environment provided for the pupils.
- The Directors will ensure safeguarding self-evaluation takes place on a regular basis. An annual

safeguarding audit will take place in each Academy/School, referred to as the S175/157. The Local Governing Board (LGB) require a termly safeguarding impact report to ensure all statutory requirements under KCSIE 2023 are fulfilled. Additional to this all Designated Safeguarding Directors/Governors will undertake the Level 3 Safeguarding training as well as attend in house training to support them in their role. They will continue to offer appropriate challenge to the DSL to ensure children are always at the heart of what we do. In line with KCSIE 2023 the Academies/Schools will identify a Deputy Safeguarding Governor in the absence of the Safeguarding Governor to ensure continuity and consistency within the Academy/School.

- The Ofsted Inspection Handbook is benchmarked to ensure safeguarding requirements are met in all Academies/Schools. Within Exceed Learning Partnership Trust we have developed our own Safeguarding Audit framework which is carried out throughout the academic year with each DSL to ensure all statutory requirements are in place.

- Each LGB and senior leaders/DSL will continually review all polices required by law https://www.gov.uk/government/publications/statutory-policies-for-schools

- Where services or activities in the academies are provided separately by another body, they will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. Any safeguarding incidents or allegations that occur when an individual or organisation uses the academies' premises will be reported by the academy, following safeguarding policies and procedures, informing LADO where necessary.

- Ensure that external providers of activities within our academies have the appropriate safeguarding arrangements in place which can be found here. Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)

Signed CEO: B.A. Nixon

Signed Chair of Directors:

Date: September 2023

7

3. Statutory Framework

To safeguard and promote the welfare of children, the Trust will act in accordance with the following legislation and guidance to fulfil its legal responsibilities and duties:

- o The Children Act 1989
- o The Children Act 2004
- o Children and Social Work Act 2017
- o Education Act 2002 (Section 175/157) Outlines that Local Authorities and Local Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- o Keeping Children Safe in Education (DfE, September 2023)
- o Working Together to Safeguard Children (DfE 2023)
- o The Education (Pupil Information) (England) Regulations 2005
- o Sexual Offences Act (2003)
- o Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- o Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- o Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- o Serious Violence Strategy 2018
- o Information Sharing (2018)

Information sharing is an important aspect of safeguarding children and vulnerable people. Safeguarding Practice Reviews often record that a failure to share information has been a key factor. It is important however that information is shared legally. Working Together to Safeguard Children (2023) says, 'The Data Protection Act 2018 and General Data Protection Regulations (GDPR) do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'

Practitioners [may] share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

4. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, and directors within the Trust.

Strategic Safeguarding Lead (SSL)

The Strategic Safeguarding Lead provides specialist advice to the Multi Academy Trust (MAT) and leads the development, implementation and monitoring of strategies, policies, and procedures to ensure a high culture of vigilance exists across the Trust so that children and young people are safe and protected from harm.

Main responsibilities include:

- ❖ To strategically lead the development of Trust wide safeguarding and child protection policies and procedures

- ❖ Develop and roll out Trust safeguarding training and compliance training to all employees, directors, and governors.
- ❖ Work with leaders to promote a safeguarding and child protection culture across all the Trust, ensuring that the highest standards of keeping our pupils safe, happy, and well, are maintained.
- ❖ To work with leaders and ensure that there are effective protocols and systems in place to ensure the safety and wellbeing of all pupils.
- ❖ To drive and support the consistent implementation of Trust-wide policies and standardised operating procedures through consultation, advice, coaching and training.
- ❖ To undertake internal safeguarding audits and work with Academies/Schools to implement associated actions.
- ❖ To work with external safeguarding auditors to implement actions identified.
- ❖ Ensure all Academies/Schools are compliant in line with safeguarding and associated statutory policies and procedures.
- ❖ To undertake safer recruitment audits and personnel file checks to ensure processes and procedures are being followed.
- ❖ Hold Academies/Schools accountable for audit outcomes, provide support and guidance to ensure compliance and actions are effectively completed in a timely manner.
- ❖ Promote a safeguarding and child protection culture of continuous improvement across all our Academies/Schools.
- ❖ To keep up to date with legislation, implement changes and update appropriate policies and procedures as required.
- ❖ Ensure that the Trust and Academies/Schools are compliant with all the statutory requirements and receive appropriate advice and guidance relating to safeguarding practices.
- ❖ Ensure all Trust safeguarding policies and procedures are current and are followed consistently across Academies/Schools.
- ❖ Lead on safeguarding audits throughout the Trust.
- ❖ Undertake bespoke reviews to check safeguarding and child protection practices are effective.
- ❖ Work with the DSLs and support the development and delivery of the safeguarding functions within the Trust.
- ❖ Encourage the sharing of best practice so that best practice becomes consistent practice.
- ❖ Lead on the development of robust systems that enable the identification of key trends and risks around safeguarding.
- ❖ Provide audit feedback, actions to Local Governing Boards, Directors, and the Trust Central Team.
- ❖ Ensure all staff have access to, and attend, appropriate safeguarding training.
- ❖ Standardise safeguarding and compliance training throughout the Trust.
- ❖ Act as a source of training, support, advice, and expertise to staff across the Academies/Schools on safeguarding issues.

Designated Safeguarding Lead (DSL)

Local Governing Bodies (LGB) should ensure an appropriate senior member of staff, from the Academy/School leadership team, is appointed to the role of DSL. During term time the DSL and/or a Deputy will always be available (during school hours) for staff in the Academy/School to discuss any safeguarding concerns.

Main responsibilities include:

- ❖ Managing Early Help referrals and cases
- ❖ Contacting the MASH (Multi Agency Safeguarding Hub) team when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention.
- ❖ Completing the MASH online form for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person.
- ❖ Liaising with the Principal to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- ❖ Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- ❖ Sharing information with appropriate staff in relation to a looked after child's (LAC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- ❖ Ensuring they have details of the LAC's social worker and the name of the virtual school Head Teacher (VSH) in the authority that looks after the child or those currently working with a social worker.
- ❖ Recognising the importance of information sharing and provide reports to the VSH.
- ❖ Providing necessary data to the VSH, which enables them to maintain effective oversight of the progress of children with a social worker under their care, regardless of where they may be educated. This may include, but not limited to, data on attendance and attainment, including cases of exclusions or persistent absence, as well as all safeguarding information.
- ❖ Supporting the Trust's Strategic Safeguarding Lead to ensure that Trust safeguarding development and/or action plans are implemented to ensure that the highest possible standards of practice are embedded.
- ❖ When working with others, the DSL is aware of the requirement for children [investigated by the police] to have an Appropriate Adult present.
- ❖ Take lead responsibility for understanding the filtering and monitoring systems and processes in place to support online safety within the setting.

For a full description of the role of DSL/DDSL see KCSIE 2023

Chief Executive Officer (CEO)

Main responsibilities include:
- ❖ The implementation of this policy
- ❖ Ensuring that staff (including temporary staff) and volunteers:
  - o Are informed of systems which support safeguarding, including this policy, as part of their induction
  - o Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- ❖ Communicating this policy via the Trust website
- ❖ Ensuring that the SSL has appropriate time, funding, training, and resources.
- ❖ Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly.
- ❖ Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- ❖ Making decisions regarding all low-level concerns, though they may wish to collaborate with the SSL on this.

Board of Directors

Main responsibilities include:

- ❖ Fully recognising its responsibilities regarding Safeguarding and promoting the welfare of children and has ensured at least part 1 and annex B of DfE Keeping Children Safe in Education 2023 has been implemented and understood by all staff.
- ❖ Ensuring that the Local Governing Bodies:
  - ➢ Have Child Protection procedures in place.
  - ➢ Review Online security.
  - ➢ Have a robust PREVENT risk assessment in place.
  - ➢ Operate safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the Academy/School sites.
  - ➢ Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
  - ➢ Have a member of the Trust Central Team who is designated to take lead responsibility for dealing with Child Protection issues with a job description and time allocated to attend meetings and training.
  - ➢ remedy any deficiencies or weaknesses regarding Child Protection arrangements.
  - ➢ Have nominated a member responsible for liaising with the Local Authority (LA) and/or partner agencies in the event of allegations of abuse against the principal. (This should be the Chair of Governors or alternatively the CEO.)
  - ➢ Reviews its Safeguarding policy and procedures annually.
  - ➢ Approves the LA annual Safeguarding Audit.
  - ➢ Undertakes a review of safeguarding as part of the Local Governing Boards self-evaluation, on a regular basis.
  - ➢ Ensures all members of the Local Governing Body understand and fulfil their responsibilities.
  - ➢ Ensures the Academies/Schools are compliant with Part 2: The Management of Safeguarding KCSIE 2023.
  - ➢ Ensures all staff have read at least part 1 and annex B of KCSIE 2023 statutory guidance and this is now included in all staff induction and whole school training.
- ❖ Ensuring all procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of the Exceed Learning Partnership Trust.
- ❖ Ensuring all Directors have child protection training on their strategic responsibilities to provide appropriate challenge and support for any action to address areas of weakness or development in the Trust's safeguarding arrangements.
- ❖ The chair is nominated to liaise with the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Chief Executive Officer (CEO).
- ❖ Ensuring that appropriate internet filters and appropriate web-use monitoring systems are in place.

Executive Leadership Team

This comprises of the CEO the Deputy CEO/Chief Operations Officer (COO), Chief Finance Officer (CFO) and Director of Primary Education.

11

Main responsibilities include:

❖ Carry out tasks delegated by the Board of Directors such as training of staff, safer recruitment and maintaining a single central register for the MAT.
❖ Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the MAT.
❖ Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

Trust Central Team

Main responsibilities include:

❖ Reading and understanding part 1 and annex B of KCSIE 2023 and review this guidance at least annually.
❖ Signing a declaration at the beginning of each academic year to say that they have reviewed the guidance.
❖ Understanding systems which support safeguarding, including this Safeguarding and Child Protection Policy, the Staff Code of Conduct, the role and identity of the Strategic Safeguarding Lead (SSL), the Behaviour Policy, and the Online Safety Policy.
❖ Understanding the early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the SSL, and sharing information with other professionals to support early identification and assessment.
❖ Understanding the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
❖ Knowing what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
❖ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM (Female Genital Mutilation), radicalisation and serious violence (including that linked to county lines)
❖ Reassuring victims that they are being taken seriously and that they will be supported and kept safe.
❖ Understanding the fact that children can be at risk of harm inside and outside of their home, at school and online.
❖ Understanding that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.
❖ Knowing what to look for to identify children who need help or protection.

Virtual School Headteacher (VSH)

The responsibilities for VSHs include:

❖ to have a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker.

❖ making visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities, including with children's social care, to help all agencies hold high aspirations for these children.

❖ promoting practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.

❖ levelling up children's outcomes and narrow the attainment gap so every child has the opportunity to reach their potential.

❖ to use information provided by the DSL to develop and implement targeted cohort-level interventions to improve attendance and attainment, reduce exclusions and persistent absence, and ensure safeguarding of children with a social worker under their responsibility.

Safeguarding Training and Support

The Trust will:

- Ensure that all existing Trust staff and Directors/Governors will already have had safeguarding training and have read part 1 and annex B of KCSIE 2023.
- Ensure that where new staff and Directors/Governors are recruited or new volunteers enter the Academy/School, they will be provided with a safeguarding induction. An up-to-date Safeguarding and Child Protection Policy will support this process as will part 1 and annex B of KCSIE.

Any safeguarding training requests can be raised with the Strategic Safeguarding Lead.

Designated Safeguarding staff will have attended mandatory Level 3 training, keeping this up to date by attending at least 8hrs of additional relevant training. They will attend Trust network meetings and DSL network meetings to ensure they meet the KCSIE `regular refresh` requirement. The SSL and DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- The Trust will ensure all staff, including temporary staff and volunteers, receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least annually and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The Principals/Headteachers will attend appropriate safeguarding training on a regular basis (if designated) or termly attend the recommended training sessions/network meetings.
- Directors/Governors, including the nominated Director/Governor, will attend specific training for their role to maintain Level 3 Safeguarding status. Designated Safeguarding Lead Network Meetings can be part of this training together with Trust Director/Governor training.
- A printout of the Academy/School's training history can be obtained from the Academy/School.
- All Directors/Governors will receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the Academies/Schools are effective and support the delivery of a robust whole Academy/School approach to safeguarding. Their training will be regularly updated.

- Any training accessed through third party/independent providers must reflect the Trust protocols. This training will be recorded by the Academy/School on a database and maybe cross referenced to the single central register (SCR).

Supervision

Inspecting safeguarding in early years, education, and schools settings (Ofsted 2019) states that:
"Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk".

DSLs receive regular "quality" supervision from their line manager to support their role and mental health. This provides:

- Management
  - Focusing on interests of pupils and quality of practice
- Development
  - Building professional capacity to carry out the role
- Mediation
  - Focusing on role clarity and effective partnership working
- Support
  - Focusing on emotional impact of the role and any resulting stress.

Opportunities to Teach Safeguarding

The Trust will ensure that:

- Children are taught how to keep themselves and others safe, including online.
- Education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Relevant topics are included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils).

In teaching these subjects, the Trust will have regard to the following at age-appropriate stages:
- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice, and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

5. When to be Concerned

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection.

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

The Four Categories of Child Abuse

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in a child/ young person
Self-harm
Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away
Abnormal or indiscriminate attachment
Drug/solvent abuse
Low self-esteem
Compulsive stealing
Extremes of passivity or aggression
Makes a disclosure
Social isolation – withdrawn, a 'loner'
Frozen watchfulness particularly pre school
Developmental delay
Depression

Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
Desperate attention-seeking behaviour

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.

Indicators in a child/ young person
Bruises – shape, grouping, site, repeat or multiple
Withdrawal from physical contact
Bite-marks – site and size
Burns and Scalds – shape, definition, size, depth, scars
Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries
Frequently absent from school
Untreated injuries
Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely
Fractures
Repeated or multiple injuries
Fabricated or induced illness

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in a child/ young person
Self-harm - eating disorders, self-mutilation, and suicide attempts
Poor self-image, self-harm, self-hatred
Running away from home
Inappropriate sexualised conduct
Reluctant to undress for PE
Withdrawal, isolation, or excessive worrying
Pregnancy
Sexual knowledge or behaviour inappropriate to age/stage of development or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
Poor attention / concentration (world of their own)
Pain, bleeding, bruising, or itching in genital and /or anal area

Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners

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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in a child/ young person
Failure to thrive - underweight, small stature
Low self-esteem
Dirty and unkempt condition Inadequate social skills and poor socialisation
Inadequately clothed
Frequent lateness or non-attendance at school
Dry sparse hair
Abnormal voracious appetite at school or nursery
Untreated medical problems
Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury
Disturbed peer relationships

Specific Safeguarding Issues

All staff should be aware that when a child has a social worker, it is an indicator that the child is more at risk than most pupils to other safeguarding issues.

Children with special educational needs or disabilities (SEND) or certain health conditions can also face additional safeguarding challenges. (See Academy/School SEND Policy)

FGM (FEMALE GENITAL MUTILATION)

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon Academy/School staff, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18.

It will be rare for Academy/School staff to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.
Under the mandatory reporting requirements, school staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the Academy/School's designated safeguarding lead and involve children's social care as appropriate (KCSIE, September 2023).

Indicators in a child/ young person
A special occasion or ceremony is going to take place where a girl 'becomes a woman' or is 'prepared for marriage'
A relative or someone known as a 'cutter' is visiting from abroad
A female relative, like a mother, sister or aunt has undergone FGM
A family arranges a long holiday overseas or visits a family abroad during the summer holidays (professionals may become aware of this if parents are preparing vaccinations or planning absence from school)
A girl has an unexpected or long absence from school
A girl struggles to keep up in school
A girl runs away – or plans to run away – from home
Difficulty or discomfort walking, standing, or sitting
Complaints of pain between legs
Spending longer than normal in the bathroom or toilet (due to difficulties urinating)
Appearing quiet, anxious, or depressed
In school, a girl may have long periods away from classes (e.g., trying to get out of physical education or sporting activities)
Mentioning that someone did something to them that they are not allowed to talk about
Reluctant to go to the doctors or have routine medical examinations
Asking for help, but possibly avoiding being explicit about the problem because they're scared or embarrassed
Acting differently after an absence from school or college (e.g., acting withdrawn or Bleeding, discharge, urinary infections, clutching their body

Honour Based Abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Indicators in a child/ young person
Lengthy or repeated absence from school, decline in academic performance
Depression, anxiety, self-harm, substance misuse, suicidal thoughts
Poor attendance at school
Restrictions on friends, disapproval of adopting 'western' clothing and make-up

Child Sexual Exploitation (CSE)

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology. (*DfE, Child Sexual Exploitation, 2017*)

Indicators in a child/ young person
Unhealthy or inappropriate sexual behaviour
Persistently going missing for periods of time or returning home late regularly
Frequently staying out late or overnight with no explanation as to where they have been
Being secretive about who they are talking to and where they are going
Using more than one phone
Spending more time online or on their devices
Excessive receipt of texts or phone calls, letters, or emails
Having an older girlfriend or boyfriend, or having relationships with controlling older individuals or groups
Unexplained absences from school, college, training, or work
Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them
Having mood swings and changes in temperament
Having hotel cards or keys to unknown places
Noticeable changes in behaviour – becoming secretive, defensive, or aggressive when asked about their personal life.
Wearing inappropriate clothing that is too adult or revealing for their age
Significant changes in emotional well-being
Sudden changes in lifestyle
Increasingly disruptive or violent behaviour

Getting into trouble with the police
Bruises, marks on the body, bleeding in their genital or anal area, sexually transmitted diseases, pregnancy, drug and alcohol abuse or self-harm.

Child Criminal Exploitation (CCE)

CCE takes a variety of forms but ultimately it is the grooming and exploitation of children into criminal activity. Across each form that CCE takes, the current reality is that children who are coerced into criminal activity are often treated as criminals by statutory agencies rather than as victims of exploitation.

CCE has become strongly associated with one specific model known as 'County Lines', but it can also include children being forced to work in cannabis factories, being coerced into moving drugs (often forced to insert drugs in their vagina or anus in a practice known as 'plugging') or money across the country, forced to commit financial fraud, forced to shoplift or pickpocket.

County Lines

County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people.

The influence of county lines is nationwide. Young boys, often 9 or 10 years old, are identified and groomed by street gangs. Others who want to be part of the gang and its allure of ready cash, clothes, cars, and respect will ask to join. Entry is often by violent initiation.

Girlfriends are pulled into the gang and are often subject to a high level of sexual violence. Others close to the gang members, their families, friends, and neighbours are drawn into the gang's sphere of influence too.

The gang will take over the home of a vulnerable person, often after following them home. This is known as "cuckooing". Once in the property, drugs and weapons can be stored there along with a possible venue for dealing drugs and the sexual exploitation of girls and young women.

The vulnerable people whose homes have been taken over in this way are kept compliant by intimidation, violence, and threats that now they are involved, they could be jailed too. The impact on local communities cannot be underestimated. Debt bondage further threatens the vulnerable person and keeps them from reporting the intruders.

Children most at risk are those with chaotic backgrounds, maybe some previous offending, poor school attenders, and often children who are looked after.

In Doncaster a low-level intelligence form (not a referral form) is in place. The DSL should complete this form and pass to the police should low level concerns emerge that may indicate CCE.

Indicators of CCE/ County Lines in a child/ young person
Persistently going missing from school or home and/or being found out-of-area
Unexplained acquisition of money, clothes, jewellery, or mobile phones
Excessive receipt of texts or phone calls
Spending more time online or on their devices
Using more than one phone
Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them
Having hotel cards or keys to unknown places
Being secretive about who they are talking to and where they are going
Relationships with controlling older individuals or groups
Leaving home/care without explanation
Unexplained absences from school, college, training, or work
Returning home unusually late or staying out all night
Coming home looking dishevelled
Suspicion of physical assault or unexplained injuries
Carrying weapons
Starting or increasing drug use, or being found to have large amounts of drugs on them
Starting or increasing alcohol use
Loss of interest in school and significant decline in performance
Using sexual, gang, drug-related or violent language you wouldn't expect them to know
Meeting with unfamiliar people or associating with a gang
Becoming isolated from peers or social networks
Self-harm
Significant changes in emotional well-being
Sudden changes in lifestyle
Increasingly disruptive or violent behaviour
Getting into trouble with the police

Child Victims of Trafficking and/or Modern-Day Slavery

'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

'Modern slavery' is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal and financial gain. It encompasses human trafficking, slavery, servitude and forced labour.

Children of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation.

Parents, carers, or family members may exploit children and young people. Often the child or young person will not realise that family members are involved in the exploitation.

Modern slavery and trafficking are child abuse, and any potential victim of child trafficking or slavery, servitude, or forced or compulsory labour should immediately be referred to Children's Social Care, as they may be suffering significant harm.

Child on Child Abuse and Sexual Violence & Sexual Harassment

Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:
- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the Academy/School, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the time and location of the incident, and any action required to make the location safer.
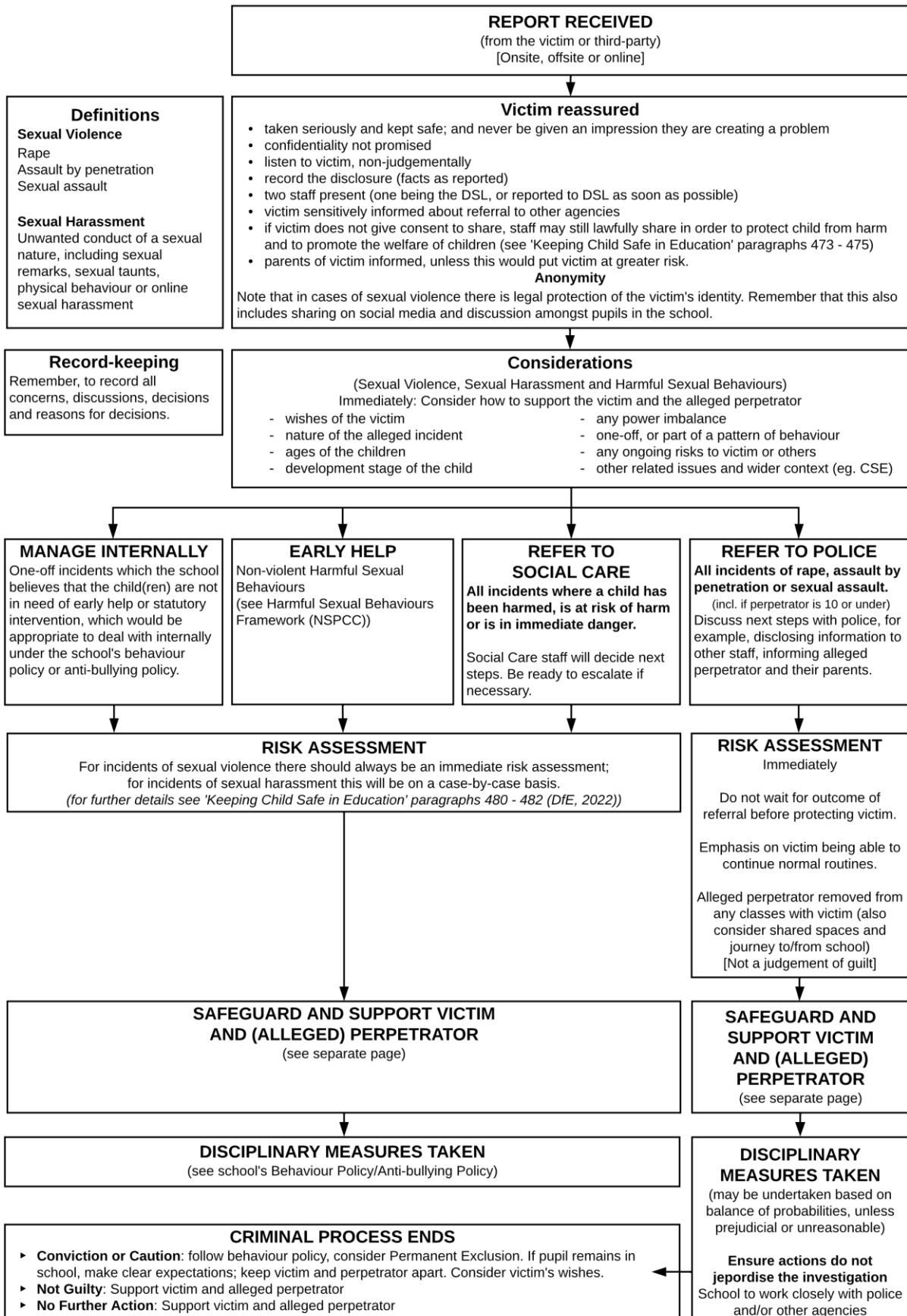
*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured
- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Keeping Child Safe in Education' paragraphs 473 - 475)
- parents of victim informed, unless this would put victim at greater risk.

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (eg. CSE)

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC))

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
(incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
For incidents of sexual violence there should always be an immediate risk assessment; for incidents of sexual harassment this will be on a case-by-case basis.
(for further details see 'Keeping Child Safe in Education' paragraphs 480 - 482 (DfE, 2022))

RISK ASSESSMENT
Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jepordise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS
- **Conviction or Caution**: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- **Not Guilty**: Support victim and alleged perpetrator
- **No Further Action**: Support victim and alleged perpetrator

Source:
*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

24

Risk assessments should be recorded on CPOMS and should be kept under review. At all times, the Academy/School should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) will ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The Academy/School is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the Academy/School approach to supporting and protecting their pupils and students and updating their own risk assessment.

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Academies/Schools are aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the Academy/School. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the Academy/School. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the Trust's duty and responsibilities to protect other children.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident, and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students, or Academy/School staff?
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The Trust takes the sharing of nude and semi-nude images and/or videos very seriously and refers to the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (December 2020) to establish appropriate action.
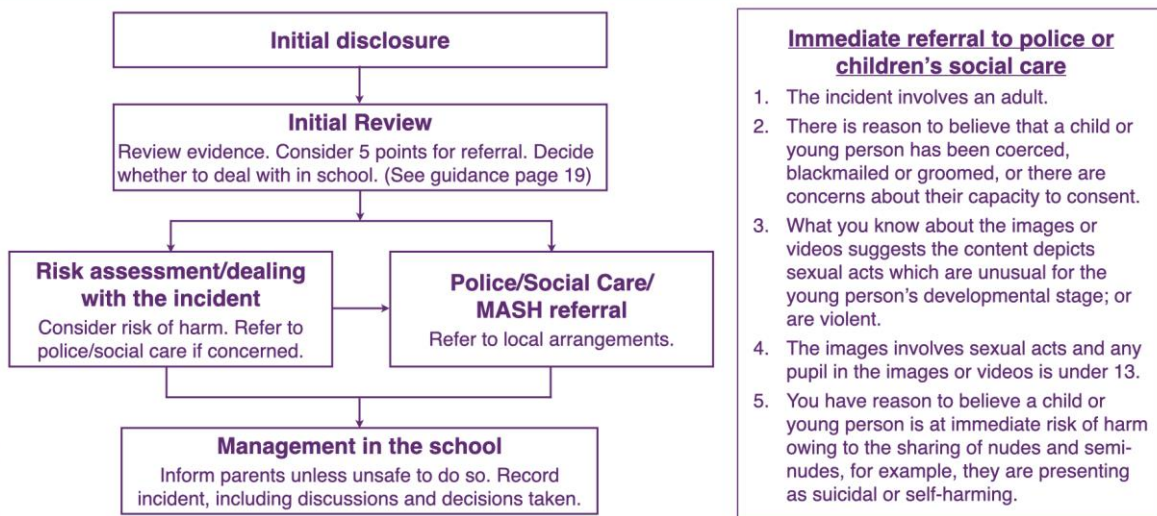Sharing nudes and semi-nudes is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

In Academies/Schools, staff who learn of incidents where nude or semi-nude images have been shared will immediately report them to the Designated Safeguarding Lead (DSL). The UKCIS has a one-page overview which outlines to staff what they should and shouldn't do prior to informing the DSL:

- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If the member of staff has already viewed the imagery by accident (e.g., if a young person has showed it to them before they could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that the staff member needs to report it and reassure them that they will receive support and help from the DSL (or equivalent)

What safeguarding staff should do

Initial disclosure

Initial Review
Review evidence. Consider 5 points for referral. Decide whether to deal with in school. (See guidance page 19)

Risk assessment/dealing with the incident
Consider risk of harm. Refer to police/social care if concerned.

Police/Social Care/ MASH referral
Refer to local arrangements.

Management in the school
Inform parents unless unsafe to do so. Record incident, including discussions and decisions taken.

Immediate referral to police or children's social care

1. The incident involves an adult.
2. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent.
3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage; or are violent.
4. The images involves sexual acts and any pupil in the images or videos is under 13.
5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

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Source: Sharing nudes and semi-nudes: Responding to incidents (UKCIS, 2020)

Academies/Schools will refer to the DfE document Searching, Screening and Confiscation Advice for Schools (July 2022) for further clarification.

All staff are aware that abuse is abuse and child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all child-on-child abuse is unacceptable and is taken seriously.

To minimise the risk of child-on-child abuse, the Academies/Schools:

- provide a developmentally appropriate PSHE and RSHE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- have systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed, and valued.

- ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported.
- have robust risk assessments where appropriate, in line with the Brook Traffic Light tool, to ascertain age-appropriate behaviours.
- have relevant policies in place (e.g., Behaviour Policy).

To allow or condone child on child abuse will lead directly to child protection procedures. All incidents will be recorded on CPOMS, investigated by a member of the Senior Leadership Team, and reported to the MASH team where deemed that thresholds are met. Victims and perpetrators will be supported through pastoral provision.

Indicators in a child/ young person
Physical injuries
Stop attending school
Poor mental health
Show physical manifestations like headaches and stomach pains
Drink alcohol, smoke, or start using street drugs
May begin to abuse others

Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members and are therefore victims of domestic abuse themselves.

Indicators in a child/ young person
Bullying or aggression towards others
Bed-wetting
Nightmares, trouble sleeping or insomnia
Constant or frequent sickness (e.g., headaches, colds)
Anti-social behaviour (e.g., vandalism)
Problems in school
Drug or alcohol use
Attention seeking
Tantrums
Withdrawal
Anxiety, depression, or suicidal thoughts

Mental Health

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

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this Policy and speaking to the appropriate Academy/School's DSL.

All children requiring additional mental health support will have access to the CAMHS provision. All DSLs understand the Traffic Light system and referral pathway. Steps are taken to ensure staff are trained in spotting the signs of any mental health indicators and understand how to refer children and young people to services.

Indicators in a child/ young person
Persistent sadness
Withdrawing from or avoiding social interactions
Self-harming
Talking about death or suicide
Outbursts or extreme irritability
Out-of-control behaviour that can be harmful
Drastic changes in mood, behaviour, or personality
Changes in eating habits
Loss of weight
Difficulty sleeping
Frequent headaches or stomach aches
Difficulty concentrating
Changes in academic performance
Avoiding or missing school

Prevent: Safeguarding Children and Young People from Radicalisation

Children can be susceptible to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation is part of the Trust's safeguarding approach.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. (*DfE, KCSIE, 2023*).

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. If there are concerns about an individual who is believed or suspected of being engaged in extremist activity or suspected to having been radicalised, staff should speak in confidence to the South Yorkshire Police Prevent team. The information is valuable to them and will be treated in the strictest confidence.

Children and young people at risk of radicalisation may:
- Have low self-esteem.
- Be confused about their faith, sense of belonging, or identity.
- Be victims of bullying or discrimination
- Feel isolated or lonely.
- Be experiencing stress or depression.
- Be going through a transitional period in their life.
- Be angry at other people or the government.
- Feel angry about how they are treated or seen by society.

It is possible to protect susceptible people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may need Prevent support.

Indicators in a child/ young person
Withdrawal from family and friends, or changing circle of friends
Hostility towards others
Talking as if from a script
Being unwilling to discuss their views
Increased levels of anger
Being secretive, particularly around what they are doing on the internet
Using extremist terms to exclude people or incite violence
Expressing the values of extremist or terrorist organisations (including political or religious based grievances)
Supporting violence and terrorism towards other cultures, nationalities, or religions
Writing or creating artwork that promotes extremist values
Talking about being a 'martyr'
Possession of extremist literature or other material, or trying to access extremist websites
Possession of any material about weapons, explosives, or military training

Channel Panel

Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

Once a referral is made through any of the contact methods in Appendix 1, the Prevent team will assess it. If the individual is considered to be susceptible to radicalisation, the case will then be referred to the South Yorkshire Channel Panel.

At this meeting partners work together to support individuals vulnerable to radicalisation and provide tailored safeguarding measures to support their needs. This support can come from the Local Authority, Educational Establishments, Healthcare providers, Probation, Police, and members of the community. The earlier the Channel intervention is started, the more likely it is to be effective.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people and what support may be available. Our Trust will ensure that all staff undertake Prevent awareness training.

Children Missing from Education

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment, or training) later in life.

We recognise that being absent as well as missing from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation, or child criminal exploitation.

Department for Education guidance makes it clear that in carrying out this duty, the Trust will have in place arrangements for joint working and information sharing with local authorities and partner agencies. It also states that all agencies which come into contact with children must cooperate with the local authority's arrangements for identifying children thought to be missing from education.

A child legitimately removed from roll is not in most cases missing from education and all Academies/Schools are legally required to notify the local authority when they remove/plan to remove a child from their roll.

The Academies/Schools within the Trust all comply with the statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory Guidance for Local Authorities 2016 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

MANAGING ATTENDANCE

A child who does not attend regularly can be a potential victim of abuse or neglect. The Academies/Schools within the Trust will always follow their attendance management procedures and notify the Attendance & Pupil Welfare Service in accordance with LA procedures. Advice and guidance are available through the services Duty Hotline 01302 736504.

The Academies/Schools will hold at least two contacts for each child, that are checked on a regular basis.

Academies/Schools enter pupils on the admission register at the beginning of the first day on which the Academy/School has agreed, or been notified, that the pupil will attend the Academy/School. If a pupil
30

fails to attend on the agreed or notified date, the Academy/School shall undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Academies/Schools monitor pupils' attendance through their daily register.

- Parents/carers are asked to contact their Academy/School office on the first day of absence by telephoning to provide the reason why their child is absent and where possible on each subsequent day of absence.
- If no reason is provided for a child's absence the Academy/School office will contact parents/carers by telephone.
- The Academy/School staff may contact the Local Authority if they fail to gain contact with parent/carers when a child is not in school.
- If any member of staff is concerned about a reason for absence, they will inform the DSL.

Academies/Schools will monitor attendance closely and address poor or irregular attendance. Pupils' poor attendance is referred to the local authority.

- **Level 1** - A letter will be sent making parent/carers aware that their child's attendance has fallen below 96%. It will ask for improvement to be made within two weeks.
- **Level 2 -** If no improvement is made**,** the Academy/School Attendance Officer will contact the parent/carer to arrange a meeting and all further absences will be unauthorised.
- **Level 3 -** The Local Authority will contact parent/carers regarding their child's attendance.
- **Level 4 -** If attendance continues to fall enforcement procedures will be put into effect.

Academies/Schools will inform the local authority of pupils who have missed ten school days or more without permission. Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the Academy/School and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the Academy/School does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Children who are absent, abscond or go missing during the school day are vulnerable. Academy/School staff will follow the Trust's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Where child sexual exploitation or child criminal exploitation, or the risk of it is suspected, frontline practitioners should complete a cause for concern form and pass onto the DSL.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents, or cousins.)

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family.
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (e.g., to stay at the same school to finish exams)
- teenagers estranged from their families.

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

The Academies/Schools have a duty to inform the local authority if they suspect a private fostering arrangement is in place. There is no duty for anyone, including the private foster carer or social workers to inform the Academy/School. However, it should be clear who has parental responsibility.

Hidden Harm

The witnessing of harm to others is dealt with as if the child or young person has been a victim of harm, and is classed as such e.g., witnessing domestic abuse. For some of these vulnerable children, attendance at school provides a respite from difficult home circumstances. For others, the consequences of family substance misuse include poor attendance, lack of progress with their education and failure to develop the necessary social and behavioural skills. This can be particularly difficult for children if they are also taking on a carer role for parents or siblings. Children can "act out", through challenging behaviour, or "act in", through withdrawal or self-harming behaviours, the distress that they are experiencing due to difficulties at home.

The DSL will refer any concerns to the MASH team and work with partner agencies so children in these circumstances can be responded to appropriately.
Families where parents/carers drink problematically, use illicit drugs or misuse prescribed medication can still provide a safe, secure, and supportive family environment for children. However, for some families, drug and/or alcohol misuse can become the central focus of the adults' lives, feelings, and social behaviour, and has the potential to impact on a child at every age from conception to adulthood. It is therefore essential that the implications for each child in the family are carefully assessed.

LGBTQ+

The DSL understands how to support young people and families to access LGBTQ+ support through family and Youth Hubs. Young people requiring additional support can access CAMHS provision or School Nursing services.

The Trust curriculum reflects opportunity to explore difference and celebrate diversity and has resources as suggested on the Stonewall website.

The Trust plays a vital role in supporting LGBTQ+ children and young people by creating an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.
- Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and the Trust will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse should the occasion arise.
- The DSLs will consider the whole Academy/School approach and seek additional advice if required.

The Trust will continue to work in partnership with all to ensure all children and young people feel supported and safe.

Extra-familial Harms

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

6. Dealing With a Concern/Disclosure

The Safeguarding System:

1. **Recognise**
   - Identify the risk to all the children.
   - Identify the risk to a child or young person.
   - Identify children or young people at risk.
   - Identify children on Child Protection (CP) Plans

2. **Respond**
   - Systems in place

3. **Refer**
   - See flowchart below.

4. **Record**
   - Use of CPOMS for:
     - Chronology
     - internal information
     - external information
     - meeting notes/reports
     - CP Plans/legal papers

5. **Reflect**
   - Use of data to look at trends and responses.
   - Consistency of approach
   - Impact
   - Through supervision.

Disclosures

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/ or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:
- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which might not be possible to keep.
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what must be done next and who has to be told.
- Support dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

Any concerns about a child will be promptly shared in writing with the DSL via a CPOMS alert or use a concern form if access to CPOMS is restricted.
- All records will provide a factual and evidence-based account and there will be accurate recording of any actions.
- Concern forms will be signed, dated, and handed directly to the DSL or Deputy DSL in their absence.
- Any verbal conversations will be promptly recorded onto CPOMS.
- At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures.
- In the case of serious injury or allegation the DSL will contact The Doncaster Children's Trust Duty Team without delay.
- In the case of poorly explained serious injuries or where behaviour concerns arouse suspicion, the DSL will consult via the "One Front Door" online reporting mechanism.
- For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.

- A chronology will be kept on CPOMs. Staff will record any minor concerns on the chronology and will take responsibility for alerting the DSL should the number of concerns rise or, in their professional judgement, become significant.
- Safeguarding, child protection and welfare concerns will all be recorded and kept on CPOMs.

Third Party Disclosures

It is **everyone's** responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse. Therefore, when safeguarding concerns are shared with the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school.

Local Solutions

There are four Local Solutions groups in Doncaster to support families who may need additional support.

The Local Solutions Group is made up of a broad range of organisations who work together, know the community and provide services to Doncaster residents that include Health, Primary Care Trust, Family Hubs, Parent Engagement, Communities, Parenting and Family Support (PAFS), Adult Social Care, Public Health, Early Intervention, Housing, Police, Voluntary Organisations and many more. The group meet regularly to discuss local requests for support, which could be for an individual or family or a place-based concern. They act swiftly to prevent escalation, looking at local solutions for local problems for local people and place. The groups are based in each of Doncaster's locality areas, Central, North, South and East

If a family would benefit from the support of the local solutions group, a referral is made to the following:

Central: LocalSolutionCentral@doncaster.gov.uk
North: LocalSolutionNorth@doncaster.gov.uk
East: LocalSolutionEast@doncaster.gov.uk
South: LocalSolutionSouth@doncaster.gov.uk

The information needed to progress the referral:
Family Details: The names, dates of births of family members, address and contact phone number.
What the concern is: A summary or bullet points of the situation or needs.
What is working well: A summary of the strengths and positive factors already in place.
What would help: Ideas from the family or DSL as to what would help improve things.

Early Help

The Early Help Enquiry through MASH (Multi Agency Safeguarding Hub) has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used.

MASH is a multi-disciplinary team with two main functions:

- Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response.
- Screening all early help enquiry forms to ensure an appropriate level of response for the child and family.

If an Academy/School believes that Early Help is needed, the situation will be discussed with the parent/carers and their signed consent gained to make the Early Help Enquiry through MASH. Once consent is gained, the online form is completed within the Doncaster Council website: https://www.doncaster.gov.u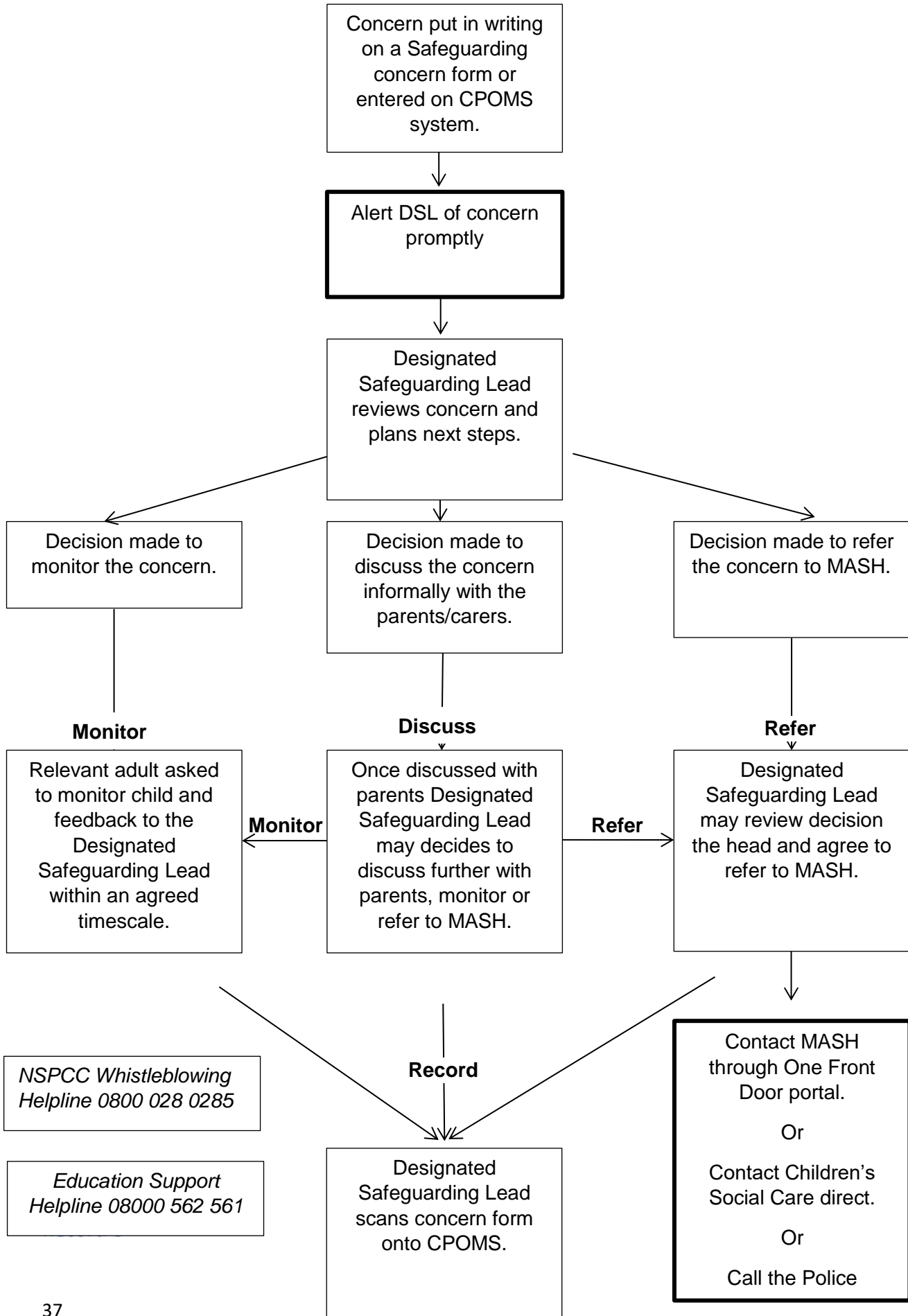k/Eforms/SimpleEform/Boot/2370100 and a copy of the consent form attached. MASH will screen the enquiry to establish the threshold of need and who would be the most appropriate Lead Practitioner.

MASH will assess the case and inform the Academy/School of the action required. This could be:

- If an Early Help Assessment (EHA) has already been completed or there is an existing Team around the Child/Family (TAC/F), school will be asked to share information and join the TAC/F
- Single agency response for a specific piece of work – Lead Practitioner identified.
- EHA required – lead practitioner identified.
- No further action
- Escalation to Children's Social Care if they already know this case or the information gathered during screening indicates escalation is required.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Concern put in writing on a Safeguarding concern form or entered on CPOMS system.

↓

Alert DSL of concern promptly

↓

Designated Safeguarding Lead reviews concern and plans next steps.

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers.

Decision made to refer the concern to MASH.

Monitor

Relevant adult asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale.

Discuss

Once discussed with parents Designated Safeguarding Lead may decides to discuss further with parents, monitor or refer to MASH.

Monitor

Refer

Refer

Designated Safeguarding Lead may review decision the head and agree to refer to MASH.

NSPCC Whistleblowing Helpline 0800 028 0285

Record

Education Support Helpline 08000 562 561

Designated Safeguarding Lead scans concern form onto CPOMS.

Contact MASH through One Front Door portal.

Or

Contact Children's Social Care direct.

Or

Call the Police

37

7. Record Keeping

The Trust is aware that the Local Authority's (LA) records are kept for 75 years from date of closure so if any information that is held within the Trust, that came from the LA, can be destroyed once the child has left the Academy/School. Any records created by the Academy/School, will also be retained for the same length of time, with the whole pupil file transferring to the secondary school whilst the Academy/School retains the safeguarding element for the prescribed timescale.

- Any concerns about a child will be recorded promptly onto CPOMS.
- The DSL, Deputy DSL and Principal will be given universal access to CPOMS. Academy/School staff will be given access to input concerns only, ensuring an alert is sent to the DSL for their attention.
- A chronology will be kept on CPOMs. Staff will record any minor concerns on the chronology and will take responsibility for alerting the DSL should the number of concerns rise or, in their professional judgement, become significant.
- Safeguarding, child protection and welfare concerns will be recorded and kept on CPOMs.
- Files will be available for internal and external scrutiny, for example by a regulatory agency or because of a safeguarding practice review or audit.
- The DSL will share **all** safeguarding information with any transfer/receiving school without delay.
- Records will be sent to the transferring school by CPOMS (where the receiving school has this facility) or by "signed for" delivery to the receiving school's DSL when a hard copy of the file is required.
- Safeguarding records will be sent to the receiving school separately from other pupil files.
- All hard copy safeguarding files being transferred, will contain a receipt which the receiving school should sign and return immediately to the transferring Academy/School.

All staff are encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from safeguarding practice reviews in terms of recording and sharing information.

8. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers within the Trust.

- All staff within the Trust, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Information sharing should be necessary, proportionate, relevant, adequate, accurate, timely and secure.

Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff

will speak to the DSL or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

9. Areas of Particular Interest

Physical Intervention

- Staff will only ever use physical intervention (reasonable force) as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Where needed, individual plans will be created to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique or equivalent training.
- Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- The school understands how to report any injuries to staff to the health and safety team.
- Touch is appropriate in the context of working with children, and all staff are clear about their professional boundaries and a clear Code of Conduct is in place for all staff.
- All staff are aware of the role of LADO and what constitutes a referral to LADO following any allegation of using force or restraint.
- Log all incidents where 'reasonable force' has been used and inform parents/carers.
- Recognise the additional vulnerability of children with SEND, mental health problems or medical conditions when using 'reasonable force.'

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Changing Facilities

Some signs of abuse may become apparent while children and young people are getting changed. Staff and volunteers are trained to recognise the signs of abuse and know what procedures to follow if they have any concerns about a child and young person.

Changing areas could be places where young people are more vulnerable to child-on-child abuse such as bullying or harmful sexual behaviour. Academy/School staff endeavour to keep children safe while allowing them privacy.

- Mixed gender changing areas are less appropriate as children get older. Staff are sensitive to those who physically mature at a much earlier or later age than their peers. Children usually begin puberty at any point between the ages of 8 and 14 (NHS, 2021).

- Staff will treat everyone fairly and with respect for their privacy and dignity.
- Staff will make adequate and sensitive arrangements for changing which considers the needs of all children. This should include those with disabilities, those who are transgender, non-binary or questioning their gender identity and those from different religions, beliefs, and cultural backgrounds.
- Adults must always change or shower privately, never in the same space as children.

Appropriate supervision is based on the age and developmental needs of the children and young people getting changed.

It is not always necessary for adults to remain in the changing room to maintain good behaviour; being in close proximity and children being aware of this is usually enough.

The children know that adults are in earshot of what is happening in the room and will enter if necessary - in response to a disturbance or bullying, for example.

Staff will also consider the following principles of best practice.
- It may be possible to leave the door of designated changing rooms slightly open so that nobody can see inside but staff outside can hear if there is a disturbance.
- If an adult needs to enter the room, they will alert children in advance and give children the opportunity to cover up if they want to.
- Where possible, the adults who are supervising children getting changed will be of the same gender as them.
- Adults will never stand in the changing room watching children and young people or go in and out repeatedly without good reason.
- Staff will establish a clear code of behaviour and make sure children understand expectations about their behaviour while they are unsupervised.
- Children and young people know who to talk to if they have concerns about the behaviour of a member of staff or other young people. If concerns are raised these will be taken seriously, and the Trust will take appropriate action.

Personal/Intimate Care

Personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing, and dressing for reasons of age, illness or disability.

Academies/Schools:
- have a written Intimate Care Policy and review these arrangements regularly.
- involve children, parents, or carers in making decisions which involve intimate care.
- ensure all staff and volunteers are aware of any intimate care issues for individual children and young people and understand the Academy/School's policy for assisting children who require additional support.
- encourage children of all ages to be as independent as possible - consider prompting and giving verbal help and encouragement before offering physical assistance.
- be especially careful when helping children with underclothes, tights, and swimming costumes.

- If it is necessary to give a child assistance, adults will always do so openly and in sight of others unless an intimate care plan has been approved and signed by both parents and schools, in which case the plan should be adhered to.

Online Safety

Issues can be categorised into four specific areas of risk:
- **Content:** being exposed to illegal, inappropriate, or harmful content.
- **Contact:** being subject to harmful online interaction with other users.
- **Conduct:** online behaviour that increases the likelihood of or causes harm.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The MAT will ensure that in accordance with KCSIE 2023, appropriate filters and monitoring systems are in place and regularly reviewed to protect children/young people when they are online in school. It will follow the guidance in KCSIE 2023 and ensure that all staff will receive training on the expectations, applicable roles, and responsibilities in relation to filtering and monitoring on school devices and networks. With support from the Governors/Directors and Trust Central Team, the DSL will take responsibility for understanding the filtering and monitoring systems and processes in place.

The MAT will adhere to the filtering and monitoring standards set by The Department for Education.

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

The Trust and its Directors:
- Will be doing all that they reasonably can to limit children's exposure to any risks from the Academy/School's IT system. As part of this process, they will ensure the Academies/Schools have appropriate filters and monitoring systems in place and regularly review their effectiveness.
- Recognise that some young people may require additional support with online safety and each Academy/School has an online safety officer.
- Has appointed AdEPT Technology with the technical knowledge to maintain safe IT arrangements.

If there are any immediate safeguarding concerns raised regarding significant harm, the DSL will follow safeguarding procedure as appropriate and contact MASH team, police, and/or South Yorkshire Prevent team following procedures.

Use of Trust Premises for Non-school activities

Where services or activities are provided separately by another body, the Local Governing Bodies should seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the Academy/School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the Academy/School roll.

10.   Complaints and Allegations Against Adults Who Work with Children

These procedures must be followed in any case in which it is alleged that a member of staff, Director/Governor, visiting professional or volunteer has: -

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with a child.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (incident does not necessarily involve a child, for example, domestic abuse).

The issue could also be about the behaviour of an individual outside of their work environment, and which would raise concerns about their suitability to work with children. For example, where there are concerns about the individual's own children.

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** - includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** - includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability, or sexuality.
- **Sexual** - includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault, and rape.
- **Neglect** - may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the principal immediately. If the complaint involves the principal, the allegation must be passed to the Chief Executive Officer (CEO) without delay. For all concerns the principal should carry out an urgent initial consideration/fact find to establish whether there is substance to the allegation. The principal **should not** carry out the investigation itself or interview pupils without LADO advice. As part of this initial consideration, the principal should consult with the Trust's HR Advisor who will then contact the Local Authority Designated Officer (LADO), **within one working day**.

Staff should not be automatically suspended.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Principal/CEO (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the Academy/School's Disciplinary Policy.

Any staff/volunteers who are dismissed by the Academy/School for gross misconduct or cumulative misconduct relating to safeguarding of children will be referred to the DBS for consideration of barring. Similarly, where the Academy/School has a reasonable belief that the member of staff/volunteer would have been dismissed by the Academy/School had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The Academy/School will keep written records of all the above.

Allegations will be dealt with expeditiously and in a fair manner;
- o The Trust will ensure that staff adhere to a published code of conduct and professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- o The Trust will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance - Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2023.
- o The Trust will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the Academy/School's Code of Conduct. Adequate risk assessments are in place for extended school, volunteer, and holiday activities.
- o Staff are confident to report any misconduct.
- o All staff are aware of their Duty of Care and know how to respond to medical/first aid needs.
- o Allegations found to be unfounded or malicious should be removed from personnel records.
- o Pupils making malicious allegations should face appropriate sanctions.
- o Academies/Schools should also ensure that they liaise with the LADO about any allegations about supply teachers. Academies/Schools should not simply cease using the person without ensuring that they have established all the facts.

Allegations against the Trust Central Team will be managed by the CEO.

Allegations against the CEO will be managed by the Chair of Directors.

Low Level Concerns

A low-level concern is one that does not meet the threshold for harm and thus for a referral to the LADO. Low level concerns should never be ignored as they represent actions that may damage the Trust and an Academy/School's culture of openness, honesty, trust, and transparency. Such behaviour is not

43

confined to Academy/School hours and may include behaviour which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model. It might include:

- making, or encourage others to make sexual remarks to, or about, a pupil.
- use of inappropriate language to or in the presence of pupils, discussing their personal or sexual relationships with or in the presence of pupils.
- making (or encourage others to make) unprofessional personal comments which scapegoat, demean, discriminate, or humiliate, or might be interpreted as such.

Such concerns should always be shared with the DSL unless the concerns relate to the DSL in which case, shared with the principal. DSLs should keep confidential records and review these regularly to establish whether patterns of behaviour are emerging. Good practice would involve a confidential discussion between the DSL and the individual and the issuing of words of professional advice. Records of such discussion should be kept confidentially by the DSL. The principal should review summaries of concern and decide whether the thresholds for LADO referral are met. Similarly, breaches of the Code of Conduct Policy for staff should be recorded and the policy reviewed annually considering any such breaches.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Academy/School or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the Academy/School's senior leadership team and the MAT Executive Leadership Team.
- Concerns about the DSL should be raised with the principal or, where this person is the principal, their line lead (CEO).

11. Safer Recruitment

- The Trust pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSIE (2023).
- The Trust maintains the single central record detailing checks carried out in each Academy/School within the MAT. The information recorded allows for details for each individual Academy/School to be provided separately.
- The single central record shows the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK.
- All recruitment materials will include reference to the Trust's commitment to safeguarding and promoting the wellbeing of pupils.
- The Trust will ensure that at least one of the recruitment panellists have undertaken safer recruitment training.
- As part of the shortlisting process, the Trust will consider carrying out an online search as part of its due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the Trust might want to explore with the applicant at interview.
- The Trust will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the Academy/School.
- The Trust will ensure that where relevant, employed individuals are not disqualified under the Childcare Disqualification Regulations 2018.

- The Trust will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the Trust's HR Advisor.

12.   Disclosure and Barring Service Checks

The Disclosure and Barring Service (DBS) vets people who work with children and vulnerable adults. There are three levels of checks depending on the nature of the work that a person undertakes:

- Standard
    - a check of the Police National Computer (PNC) records of convictions, cautions, reprimands, and warnings.
- Enhanced
    - a check of the PNC records as above
    - plus, other information that is considered relevant by the police.
- Enhanced with barred list information.
    - only legal for people working in regulated activity with children.
    - adds DBS' Children's Barred List checks.

It is essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the Trust follows the relevant safer recruitment processes.

Volunteers are checked and risk assessed. A volunteer, who has not been checked, will not be left unsupervised or allowed to work in regulated activity.

Regarding members of the Trust workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The Trust will risk assess as for a volunteer.

The Trust will follow its legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

The Trust will continue to consider and make referrals to the Teaching Regulation Agency (TRA) and the TRA's Teacher misconduct advice for making a referral. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place.

Renewals of DBS Checks

There is no 'requirement' to renew DBS checks for existing staff unless there are concerns about their suitability to work with children.

13.   Whistleblowing

If staff have concerns about safeguarding practices within the Trust:

- All staff and volunteers can raise concerns about poor or unsafe practice and potential failures in the Trust's safeguarding regime and know that such concerns will be taken seriously by the Principals/Headteachers/CEO.
- Appropriate whistleblowing procedures are in place for such concerns to be raised.
- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:
  - They should speak in the first instance, to the Doncaster Council, Children and Young People Safeguarding Team or LADO following the Whistleblowing Policy.
  - Whistleblowing re the Principal/Headteacher should be made to the Chair of the Local Governing Body/CEO whose contact details are readily available to staff.
  - Whistleblowing re the CEO should be made to the Chair of Directors.
  - Ofsted also may wish the LA to investigate any whistleblowing concerns and the Trust will work with the LA should this arise.

Appendix 1

Exceed Learning Partnership Multi Academy Trust Key Contacts

Strategic Safeguarding Lead	Dawn Slater 07512308325 d.slater@exceedlp.org.uk
Chair of Directors (For safeguarding concerns relating to the CEO)	John Blount J.Blount@exceedlearningpartnership.com

School	Contacts	Contact information
Bentley High Street Primary School	DSL: Rebecca Austwick DDSL: Madeleine Davey DDSL: Kelly Pearce Gov: Lisa Green	01302 874536 principal@bentleyhighst.doncaster.sch.uk lisa.green@bentleyhighst.doncaster.sch.uk
Carr Lodge Academy/School	DSL: Angela Rankin DDSL: Sarah Crampton DDSL: Julie Watson Gov: Chris Lambert	01302 230700 a.rankin@carrlodgeacademy.org claprincipal@carrlodgeacademy.org J.Watson@carrlodgeacademy.org c.lambert@carrlodgeacademy.org
Edlington Victoria Academy/School Hilltop Primary Academy/School	DSL: Rebecca Bewick EVA DDSL: Emily Clark EVA DDSL: Kayleigh Holden EVA Gov: Gary Tinkler HPA DDSL: Michelle Hodgson HPA DDSL: Nichola Clark HPA Gov: Diane Dunn	01709 862175 / 01709 863273 rbewick@exceedlearningpartnership.com Principal@victoria.doncaster.sch.uk kholden@victoria.doncaster.sch.uk G.tinkler@victoria.doncaster.sch.uk Michelle.Hodgson@hilltop.doncaster.sch.uk Nichola.Clark@hilltop.doncaster.sch.uk d.dunn@hilltop.doncaster.sch.uk
Hall Cross Academy	DSL: K Hargrave DDSL: J Cox DDSL: E Stables Gov: D Williams Gov: C George	01302 320626 kah@hallcrossacademy.co.uk jco@hallcrossacademy.co.uk est@hallcrossacademy.co.uk dwilliams@hallcrossacademy.co.uk cgeorge@hallcrossacademy.co.uk
Rosedale Primary School	DDSL: Jack Wardle Gov: Helen Harrison	01302 782744 j.wardle@exceedlearningpartnership.com helen.harrison@rosedale.doncaster.sch.uk
Sandringham Primary School	DSL: Vicky Ward DDSL: Jess Milnthorp DDSL: Chris Metcalfe DDSL: Jo Howe Gov: Anita Fell	01302 361880 safeguarding@sandringham.school vicky.ward@sandringham.school Jessica.milnthorp@sandringham.school chris.metcalfe@sandringham.school jo.howe@sandringham.school anita.fell@sandringham.school

Sheep Dip Lane Academy/School	DSL: Faye Parish DDSL: Matt Copestick DDSL: Alison Parkhurst DDSL: Mavis Graham Gov: Diane Wright Gov: Chris Lambert	01302 842464 head@sheepdiplane.doncaster,sch.uk mcopestick@sheepdiplane.doncaster.sch.uk AParkhurst@sheepdiplane.doncaster.sch.uk MGraham@sheepdiplane.doncaster.sch.uk dwright@sheepdiplane.doncaster.sch.uk clambert@sheepdiplane.doncaster.sch.uk
Willow Primary School	DSL: Davina Sumner DDSL: Simon Martin Gov: Liz Barkham	01302 539249 headteacher@willow.doncaster.sch.uk s.martin@willow.doncaster.sch.uk . l.barkham@willow.doncaster.sch.uk
DMBC LADO	LADO Administrator Milovan Orlandich Helen Myers	01302 737332 LADO@Doncaster.gov.uk
DMBC Early Help & MASH	Childrens Social Care Early Help Coordinators	01302 734110 01302 737777 ChildrenAssessmentService@doncaster.gov.uk 01302 736250 EarlyHCo@doncaster.gov.uk 01302 737033 (Urgent cases)
Children's Social Care Emergency (out of hours) Duty Team		01302 796000
Professionals line – Social Care		01302 737033
Parent and Family Support Services (PAFSS)	Central North East South	01302 862680 01302 737994 01302 737686 01302 735907
Your Place, Your Family	Central North East South	01302 736409 localsolutioncentral@doncaster.gov.uk 01302 736787 localsolutionnorth@doncaster.gov.uk 01302 736336 localsolutioneast@doncaster.gov.uk 01302 736644 localsolutionsouth@doncaster.gov.uk
Virtual School		01302 737880
Child Missing in Education (CME)		01302 735311 childrenmissingeducation@doncaster.gov.uk
Child Sexual Exploitation (CSE)		01302 737200
School Nursing Service	Single Point of Contact	01302 566776 Rdash.doncasterchildrenscaregroup@nhs.net
SY Police Prevent Team	 UK Anti-Terrorist Hotline Report Extremist material online Report Online	0114 2523217 or 101 or 999 (emergency only) Prevent_Inbox@southyorks.pnn.police.uk 0800 789 321 www.gov.uk/report-terrorism www.gov.uk/act

Police		101 or 999 (emergency only)

Appendix 2

Relevant Documents to be read in conjunction with this Policy:

- Keeping Children Safe in Education (2023) [Part One]; and school leaders and staff that work directly with children should also read Annex B
- Staff Code of Conduct
- Academy/School's Safeguarding and Child Protection Policy
- Academy/School's Behaviour Policy
- Academy/School Policy for Children Missing Education
- Academy/School Information Sharing Policy
- Academy/School SEND Policy
- Academy/School Online Safety Policy
- Academy/School Intimate Care Policy
- Academy/School Health and Safety Policy
- Academy/School Disciplinary Policy
- Safer Recruitment Policy