newcollaborative Learning Trust

Safeguarding and Child Protection Policy

Version 11

This policy applies to all NCLT settings.

Thorpe Hesley Primary School – Where Children Grow

To be the best that we can be – Redscope Primary School

Anston Greenlands Primary School – Love to Learn

newcollege Doncaster

newcollege Bradford

newcollege Pontefract

DINNINGTON HIGH SCHOOL

Wingfield Academy

Achieving Excellence – Brinsworth Academy

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1.0 Policy Statement and Principles

This policy is one of a series in the Trust's integrated safeguarding portfolio. (e.g. staff code of conduct, safer recruitment, whistle blowing, missing from education, allegations against staff, bullying, student behaviour, E-safety, IT acceptable use, complaints, first aid, disciplinary, risk assessments for educational visits, single central record etc.) It should be considered alongside Health and Safety legislative requirements.

The Trust's safeguarding arrangements are inspected by Ofsted under the judgement 'Safeguarding – Is it effective?

1.1 Our Core Safeguarding Principles

- The Trust's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer young people make more successful learners.
- Representatives of the college/school community will be involved in policy development and review.
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The college/school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

1.2 Child Protection Statement

1.2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment maintaining a culture of vigilance, where students are respected and valued. We will act quickly and follow our procedures to ensure students receive early help and effective support, protection and Justice.

1.3 Policy Aims

1.3.1 The Policy aims are:

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the Trust's commitment with regard to child protection to students, parents and other partners
- To contribute to the Trust's safeguarding portfolio

1.3.2 The procedures contained in this policy apply to all staff, board of Trustees/advisory group and volunteers working with students. The procedures are consistent with those of the Wakefield District Safeguarding Children Partnership WSCP/ West Yorkshire Consortium Procedure, Doncaster Safeguarding Children Partnership, Bradford Safeguarding Children Partnership and Rotherham Safeguarding Children Partnership.

1.3.3 Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with students, college/school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in college/school when they are in distress or at risk. It is vital that college/school staff are alert to the signs of abuse, both inside and outside the college/school and understand the procedures for reporting their concerns. The college/school will act on identified concerns and provide early help to prevent concerns from escalating.

1.4 Terminology

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity. In exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. In exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHCP	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the student/pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.

HSB	Harmful Sexual Behaviour	Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. It can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally).
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which students/pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all students/pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.

SENDCo	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to students/pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

2.0 Safeguarding Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Legislation
  - Children Act 1989
  - Children Act 2004Children and Families Act 2014
  - The Children and Social Care Act 2017
  - Section 175 of the Education Act 2002
  - Crime and Policing Act 2026
  - Human Rights Act 1998
  - Safeguarding Vulnerable Groups Act 2006
  - The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
  - Sexual Offences Act 2003
  - Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
  - Apprenticeships, Children and Learning Act 2009
  - Equality Act 2010
  - Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
  - Counter-Terrorism and Security Act 2015
  - The UK General Data Protection Regulation (UK GDPR)
  - Data Protection Act 2018
  - [Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
  - Voyeurism (Offences) Act 2019
  - Domestic Abuse Act 2021

- Statutory guidance
  - DfE The Prevent duty
  - DfE Working Together to Safeguard Children

- DfE Working Together to Improve School Attendance
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE Disqualification under the Childcare Act
- DfE 'Keeping Children Safe in Education
- DfE Restrictive interventions, including the use of reasonable force, in schools (2026)
- HM Government Multi-agency statutory guidance on female genital mutilation
- HM Government Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE Arranging Alternative Provision
- DfE Information Sharing Duty

- Non-statutory guidance

- DfE What to do if you're worried a child is being abused
- DfE Child sexual exploitation
- DfE Children missing education
- DfE Criminal exploitation of children and vulnerable adults: county lines
- DfE Information sharing
- DfE Sharing nudes and semi-nudes: advice for education settings working with children and young people
- DfE Behaviour in Schools
- DfE Teachers' Standards
- DfE Recruit teachers from overseas
- Department of Health and Social Care 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE Teaching online safety in schools
- DfE Generative AI: product safety standards

Help, protection, education: concluding the Children In Need Review June 2019The Trust's additional considerations around safeguarding in Early Years Foundation Stage are outlined within the Trust EYFS standalone policy and are based on the following legislation and advice from the DfE:

- Early years foundation stage (EYFS) statutory framework
- The Equality Act 2010
- Keeping Children Safe in Education
- Special Educational Needs and Disability (SEND) Code of Practice
- DFE Development Matters (Non Statutory Guidance)
- Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage

3.0 Roles and Responsibilities

3.1 New College Pontefract

Role	Name	Contact Details	
		Email	Tel
The Designated Safeguarding Lead (DSL) for child protection (member of senior management)	Jo Holden	jo.holden@nclt.ac.uk	01977 802719
Deputy DSL/Safeguarding Assistant	Lisa Bennett	lisa.bennett@nclt.ac.uk	01977 702139
Principal	Chelsea Branson	chelsea.branson@nclt.ac.uk	01977 702139
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.2 New College Doncaster

Role	Name	Contact Details	
		Email	Tel
The Designated Safeguarding Lead (DSL) for child protection (member of senior management)	Scott Faulkner	Scott.faulkner@nclt.ac.uk	01302 976777 Ext 689
Deputy DSL	Kate McBurney	katy.mcburney@nclt.ac.uk	01302 976777
Principal	Helen Jackson	helen.jackson@nclt.ac.uk	01302 976777 Ext 689
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.3 New College Bradford

Role	Name	Contact Details	
		Email	Tel
The Designated Safeguarding lead (DSL) for child protection (member of senior management)	Jaz Qadri	jaz.qadri@nclt.ac.uk	01274 089153
Deputy DSL	Fozia Nazneen	fozia.nazneen@nclt.ac.uk	01274 089189 Ext 115
Principal	Stuart Nash	stuart.nash@nclt.ac.uk	01977 802706
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.4 Secondaries

Wingfield Academy

Role	Name	Contact Details	
		Email	Tel
The Designated safeguarding lead (DSL) for child protection (member of senior management)	Julie Harrop	jha@nclt.ac.uk	01709 513002
Deputy DSL	Kim Machon	kwr@nclt.ac.uk	01709 513002
Headteacher	Jordan O'Neill	jordan.oneill@nclt.ac.uk	01709 513002
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

Brinsworth Academy

Role	Name	Contact Details	
		Email	Tel
The Designated safeguarding lead (DSL) for child protection (member of senior management)	Alice Hunt	a.hunt@nclt.ac.uk	01709 828383
Deputy DSL	Laura Brady	l.brady@nclt.ac.uk	01709 828383
Headteacher	Hannah Thornton	h.thornton@nclt.ac.uk	01709 828383
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

Dinnington High School

Role	Name	Contact Details	
		Email	Tel
The Designated safeguarding lead (DSL) for child protection (member of senior management)	Sarah Daley	s.daley@nclt.ac.uk	01909 550 066
Deputy DSL	Claire Paling	c.paling@nclt.ac.uk	01909 550 066
Headteacher	Kerry Wade	kwe@nclt.ac.uk	01909 550 066
CEO of NCLT	Richard Fletcher	richard.fletcher@nclt.ac.uk	01977 802636

3.5 NCLT Primary Schools

Anston Greenlands Primary School

Role	Name	Contact Details	
		Email	Tel
Head Teacher	Alex Wirth	alex.wirth@nclt.ac.uk	01909 550557
Designated Safeguarding Lead (DSL)	Alex Wirth	alex.wirth@nclt.ac.uk	01909 550557
Deputy Safeguarding Lead (s) (DDSL)	Claire Bratt and Victoria Bower	Claire.Bratt@nclt.ac.uk and Victoria.Bower@nclt.ac.uk	01909 550557

Redscope Primary School

Role	Name	Contact Details	
		Email	Tel
Head Teacher	Alison Bradbury	alison.bradbury@nclt.ac.uk	01709 740350
Designated Safeguarding Lead (DSL)	Alison Bradbury	alison.bradbury@nclt.ac.uk	01709 740350
Deputy Safeguarding Lead (s) (DDSL)	Sam Walpole	sam.walpole@nclt.ac.uk	01709 740350

Thorpe Hesley Primary School

Role	Name	Contact Details	
		Email	Tel
Head Teacher	Sarah Hewitt	sarah.hewitt@nclt.ac.uk	0114 2570153
Designated Safeguarding Lead (DSL)	Sarah Hewitt	sarah.hewitt@nclt.ac.uk	0114 2570153
Deputy Safeguarding Lead (s) (DDSL)	Donna Oakley (SLT role Safeguarding Lead) Bridie Lilleker Rachel Rawlinson Lisa Shaw	donna.oakley@nclt.ac.uk bridie.lilleker@nclt.ac.uk rachel.rawlinson@nclt.ac.uk lisa.shaw@nclt.ac.uk	0114 2570153
Other Safeguarding Personnel	Rebecca Brooks(Wellbeing Officer)	rebecca.brookes@nclt.ac.uk	0114 2570153

3.6 The Trust and its Colleges/Schools will ensure that every member of staff:

- Understands part 1 of KCSIE and any proposed Keeping Children Safe in Education changes including the mandatory reporting duty.
- Knows the name of the designated person and their role and responsibility.
- Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- Understands their responsibilities under the Information Sharing Duty and that safeguarding and welfare information should be shared promptly with the DSL and relevant safeguarding partners where it may assist in safeguarding or promoting the welfare of a child.
- Will receive information at the point of induction so that they know:
    - Their personal responsibility/code of conduct/teaching standards.
    - WSCP/DSCP/BDSCP/RSCP child protection procedures and know how to access them.
    - Understand the definitions of abuse, physical abuse, emotional abuse, sexual abuse, neglect and exploitation.
    - The need to be vigilant in identifying cases of abuse at the earliest opportunity.
    - How to support and respond to a child who discloses significant harm (either actual or likely).
- Knows their duty concerning unsafe practices, in regard to children, by a colleague.
- The designated person will disclose any information about a student/pupil to other members of staff on a need to know basis and in accordance with the Information Sharing Duty, data protection legislation and local safeguarding arrangements.
- Undertakes appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this, i.e. discussion with parents could increase risk of significant harm to child.
- Ensures that parents have an understanding of their obligations regarding Child Protection by intervention as and when appropriate.
- Understands Ofsted grade descriptors in relation to personal development, behaviour and welfare of students.
- Monitors internet usage in accordance with PREVENT/KCSIE and knows how to recognise and respond to inappropriate internet use. (This is carried out through internet security systems and alerts around inappropriate usage sent to the Trust IT Manager, who will then liaise with the DSL in the college/school concerned). In addition to this staff should receive training around online safety and have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

- The Trust and its colleges/schools will ensure all staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

  All staff should know what to do if a child tells them that they are being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved such as the DSL, deputy and/or local authority children's social care. Staff should understand that concerns about consent, confidentiality or data protection should not prevent the sharing of information where this is necessary to safeguard or promote the welfare of a child.
  Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

  All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are

creating a problem by not reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. 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 their 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.

3.7 Trust Director of Safeguarding Responsibilities

- Ensure the safeguarding and child protection policy is updated in line with yearly KSCIE changes, working with Advisory Group and Board of Trustees to finalise
- Ensure the Safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Trust.
- To provide advice and guidance to senior leaders, Trust Executive Team, Board of Trustees, and provide them with regular reports, information and data relating to safeguarding across the Trust.
- Monitor safeguarding data trends: quality assure records and practice and analyse data to identify any emerging risks and vulnerable groups.
- To work in partnership with the Trust's partner agencies regarding safeguarding strategy, policy and practice.
- Provide strategic oversight of compliance with the Information Sharing Duty, ensuring that Trust policies, procedures, training and quality assurance arrangements support lawful and effective safeguarding information sharing.
- To take responsibility for keeping up to date with relevant research and developments related to safeguarding and applying it to practice.
- Ensure staff are made aware of changes to the safeguarding and child protection policy and their roles and responsibilities.
- Provide leadership and oversight to DSLs across Trust schools and colleges, ensuring effective safeguarding practice in line with current legislation, national and local policies and best practice.
- Provide supervision to Designated Safeguarding Leads on a regular basis, review cases and offer support, advice and guidance where necessary.
- Work with DSLs to ensure websites meet safeguarding compliance requirements.
- Assess safeguarding risks as part of the Risk Register
- Ensure staff across the Trust have received appropriate safeguarding training and this is regularly updated where necessary.
- Ensure consistency of approach across the Trust safeguarding and counselling staff.
- Ensure all schools and colleges use and further develop appropriate systems (CPOMS/Cedar) for recording safeguarding concerns and incidents, and that reporting is consistent across the Trust
- Support and advise schools and colleges to continuously improve safeguarding standards and culture
- Support cases involving the LADO in managing allegations.
- Manage, investigate and draw to conclusion external safeguarding-related complaints on behalf of the Trust

3.8 DSL Responsibilities

Managing referrals

- Lead for safeguarding and child protection which includes online safety and understanding the filtering and monitoring processes in place.
- Refer cases of suspected abuse to the local authority children's social care as required/support staff who make referrals to local authority children social care.
- Ensure relevant safeguarding and welfare information is shared appropriately and without delay with partner agencies in accordance with the Information Sharing Duty, Working Together to Safeguard Children and local safeguarding partnership procedures.
- Refer cases to the Channel programme where there is a radicalisation concern as required/support staff who make referral to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the police as required.
- Liaise with the Principal/Headteacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations. This also incudes being aware of the requirement for children to have an appropriate adult. – https://www.gov.uk/government/publications/pace-code-c-2019
- As required liaise with the "case manager" (as per Part 4) and the LADO/designated officer(s) at the local authority for child protection concerns in cases which concerns a member of staff.
- Liaise with staff (especially pastoral staff IT Technicians, SENDCo) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies.
- Act 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.

3.9 Training

3.9.1 The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. Please note training requirements for each DSL and deputies is different depending on the local authority in which they are based.

3.9.2 The designated safeguarding lead will undertake Prevent awareness training.

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

3.9.4 DSL should attend appropriate training carried out annually and:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Trust's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations – UK GDPR.
- Understand the importance of information sharing, both within college/school and with their safeguarding partners, other agencies, organisations and practitioners, including the

statutory Information Sharing Duty and the circumstances in which information must be shared to safeguard and promote the welfare of children.

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the college/school with regards to the requirements of the Prevent duty and are able to provide advice and guidance and support staff on protecting students from the risk of radicalisation.
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep students safe whilst they are online at college/school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college/school may put in place to protect them.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that students, including students with a social worker, are experiencing, or have experienced, with teachers and college/school leadership staff. Their role could include ensuring that the colleges or school, and their staff know who these students are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that students in this group may face and the additional academic support and adjustments that they could make to best support these students.

3.10 Raising Awareness

The Designated Safeguarding Lead should:

- Ensure the Trust's policies are known and used appropriately
- Ensure the Trust's safeguarding and child protection policy procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Trust in this.
- Link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where students leave the Trust ensure their child protection file is transferred to the new school or college within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- Promote staff understanding of the Information Sharing Duty, including the relationship between safeguarding, consent, confidentiality, data protection and professional information-sharing responsibilities.

3.11 Deputy Designated Safeguarding Leads

3.11.1 The Trust and its colleges/schools will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable.

3.11.2 This person should have the status and authority within the college/school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

3.11.3 Any deputies will be trained to the same standard as the designated safeguarding lead, and the role will be explicit in their job description.

3.11.4 Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies the ultimate lead responsibility for child protection, as set out, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

3.12 The Board of Trustees ensures that the Trust and its Colleges/Schools:

- Create a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- A safeguarding trustee is nominated by the School/College Trustees.
- A safeguarding advisor is nominated by each Local Advisory Group.
- Have a experienced safeguarding team
- Comply with their duties under legislation – including the Prevent Duty 2015, SEND and use of reasonable force.
- Contribute to interagency working and plans including information sharing and ensure that Trust safeguarding arrangements support compliance with the Information Sharing Duty.
- Seek assurance that safeguarding information-sharing arrangements are effective, compliant with statutory guidance and support timely identification, assessment and protection of children.
- Take into account Local Authority procedures.
- Has a nominated governor/director (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the Principal/Headteacher.
- Has an effective safeguarding policy (updated annually and on website) as well as Staff Code of Conduct policy and both are provided to, and followed by, all staff.
- Has an appropriate response to children who go missing from education particularly on repeat occasions and informs and report to the Local Authority when required. Ensure where possible the college/school holds more than one emergency number for students.
- Appoint a DSL who is a member of the Senior Leadership Team, trained annually and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding.
- Has ensured the Trust has a clear system and process for mental health concerns.
- Has evidence of the child voice and that there are systems in place for feedback and students' views.
- Ensure that there are appropriate filters and monitoring systems are in place, whilst ensuring that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. UK Safer Internet Centre have produced a guide around this which can be accessed via – https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-filtering
- Appoints a designated Looked After Children (LAC) teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs, including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal and allegations against other children. Procedures are in place for referral to the disclosure and barring service (DBS).
- Has safer recruitment procedures that include statutory checks on staff and volunteers' suitability to work with children and ensures recording of this.. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Principal/Headteacher receive information about the colleges' safeguarding arrangements

on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCP.

- The Board of Trustees/Advisory Group should have child protection training every three years on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the Trust's/colleges'/school's safeguarding arrangements. Training will also be carried out on a yearly basis to ensure that Board of Trustees and Advisory Group members are aware of any legislative changes and to provide bespoke safeguarding information for each college/school.
- The Board of Trustees and Advisory Group should be aware of their obligations under the Human Rights Act and the Equality Act and their local multi agency safeguarding arrangements
- In the event of allegations of abuse being made against the Principal/Headteacher, these should be handled by the CEO.
- Under no circumstances should the Board of Trustees/Advisory Group be given details of individual cases. Board of directors/advisory group members may however be provided with a report at the end of the academic year outlining the number of cases dealt with and other statistics which do not identify students.
- Board of Trustees will ensure that appropriate internet filter and appropriate web use monitoring systems are in place. Students should not be able to access harmful or inappropriate material from the college/school IT system. Incidents will be fed back where necessary to the Directors and Advisers.

3.13 <u>The Advisory Group will ensure that:</u>

- The college/school has a child protection policy in place together with a behaviour policy and procedures in accordance with LA/LSCP guideline.
- The college/school operates a safer recruitment procedure and ensures appropriate checks are carried out on all new staff and relevant volunteers.
- The college/school has at least one member of the Senior Leadership Team (SLT) designated to lead on child protection issues and at least one designated officer.
- It reviews its policies/procedures annually and provides information to the LA.
- Advisors undertake annual training with the Trust Director of Safeguarding or DSL linked to their school or college.
- All staff undertake safeguarding and child protection training including online safety which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

3.14 <u>The Principal/Headteacher must:</u>

- Ensure that the child protection policy and code of conduct are implemented and followed by all staff.
- Allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- Liaise with the Designated Officer where an allegation is made against a member of staff.
- Ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Undertake training at least every three years in safeguarding and child protection.
- Ensure that the college/school has a clear line of accountability in their individual college/school for the management and supervision of safeguarding and child protection; to ensure staff are competent to carry out their responsibilities for safeguarding and

promoting the welfare of students in order that staff members feel able to raise concerns about a student

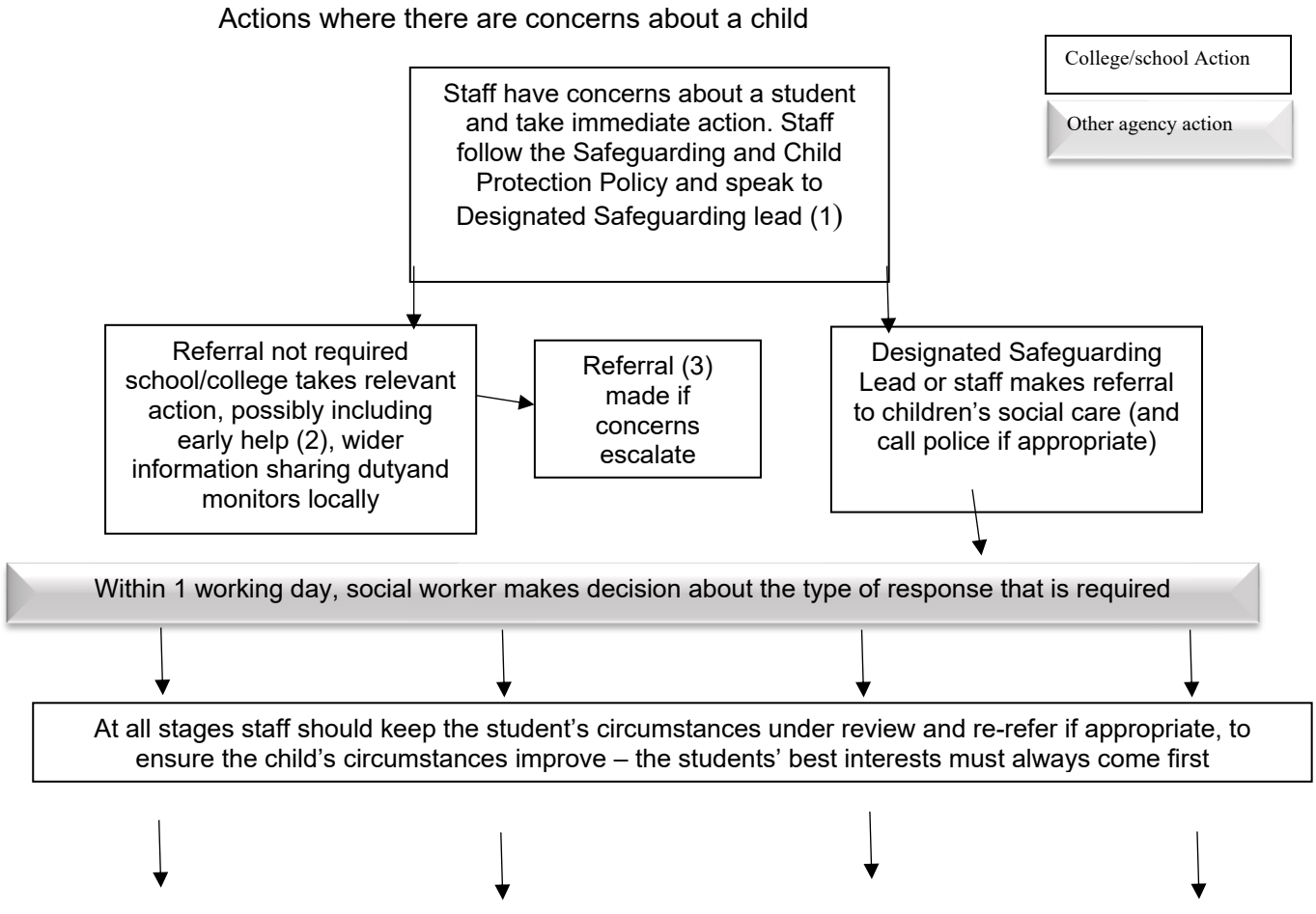
- Ensure that each college/school within the Trust adheres to Safer Recruitment Procedures in line with the Trust's Safer Recruitment policy and ensure that appropriate checks are carried out on all members of staff and volunteers.

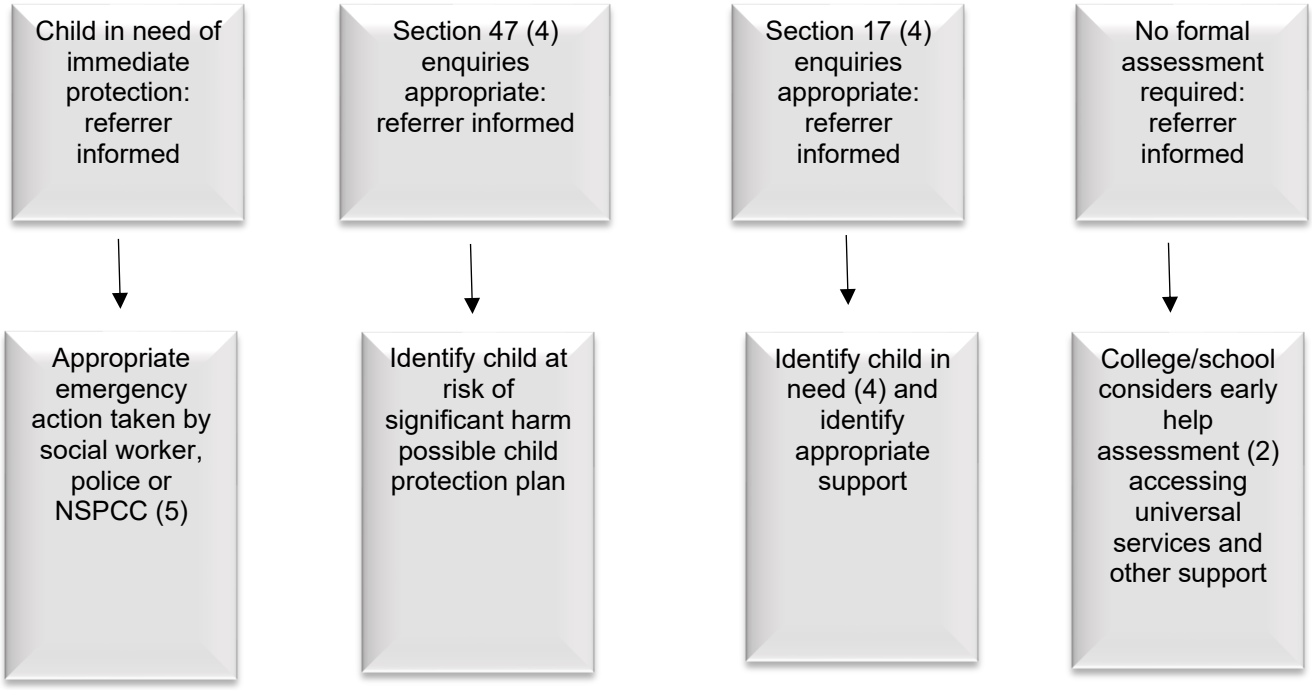
3.15 In College/School Procedures for Protecting Children

3.15.1 All staff will:

- Be familiar with the Trust's Child Protection Policy including issues of confidentiality and information sharing.
- Understand that it is everyone's responsibility to safeguard students and that students have the right to be protected from harm.
- Be alert to signs and indicators of possible abuse.
- Record concerns on Cedar/CPOMS using the appropriate safeguarding thread.
- Deal with disclosures of abuse from a student in line with recommendation within this policy.
- Receive appropriate safeguarding and child protection training, which is regularly updated.
- Never promise to keep a secret or confidentiality where a student discloses abuse.
- Be aware of the early help process and understand their role within this.
- Understand that consent is not required to share information where this is necessary for safeguarding or promoting the welfare of a child and that information should not be withheld on this basis.
- Be subject to Safer Recruitment processes and appropriate checks whether they are new staff, supply staff, contractors or volunteers.

4.0 Actions Flowchart





(1) In cases which also involve an allegation of abuse against a staff member the principal should be notified. Where allegations are against them, this must be dealt with by the CEO.
(2) Early help means providing support as soon a problem emerges at any point. Where a student would benefit from co-ordinated early help an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard children provides detailed guidance on the early help process
(3) Referrals should follow the local authority's referral process. Chapter one of Working together to safeguard children
(4) Under the Children Act 1989 local authorities are required to provide services for children in need for the purpose of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in chapter one of Working together to safeguard children.
(5) This could include applying for an Emergency Protection Order (EPO).

5.0 Out of Hours Concerns

5.1 Should staff members have concerns around a student outside of normal college/school hours they are to log this on Cedar/CPOMS as a safeguarding thread and this will be picked up at the earliest opportunity by a member of the safeguarding team. If a child is at immediate risk please ensure contact with the police/social services is made.

5.2 If these concerns are serious such as a threat to life, please contact your line manager by phone as a matter of urgency who will then ensure this information is directed to the DSL by either emailing SLT or contacting a member of the SLT by phone.

5.3 Within some schools and colleges social services/MASH for all local authorities have direct contact numbers for each DSL should they need to contact the DSL outside of normal school/college hours or during the holidays. Where direct numbers are not available email addresses are given.

5.4 Parents/carers/Guardians

5.4.1 We do not expect staff to respond to any emails/calls outside of normal working hours. Those staff members who have a work mobile phone such as Progress Tutors/Study Support will only be able to answer calls during normal college/school hours and in term time.

5.4.2 Should you have concerns around a student please ensure that these are directed to agencies who will have staff available when college/school is closed.

Wakefield Social Care Direct – 0345 850 3503
Doncaster Social Care – 01302 796000
Bradford Social Care Direct – 01274 42870
Rotherham Social Care Direct – 01709 336080

If there is a direct threat to life, then please call 999

6.0 Good Practice Guidelines and Staff Code of Conduct

6.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes.)can be signs that children are at risk.

6.2 To meet and maintain our responsibilities towards students we need to agree standards of good practice, which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Setting a good example by conducting ourselves appropriately, including online.
- Involving students in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among students, including challenging inappropriate or discriminatory language or behaviour.
- Avoiding behaviour or language that could be seen as favouring students/pupils.
- Avoiding any behaviour that could lead to suspicions of anything other than a professional relationship with students/pupils.
- Reading and understanding the Trusts Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying behaviour and inappropriate IT/social media use.
- Asking the students/pupils permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with, and between, students. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when students are present.
- Being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force only as a last resort and in compliance with college/school procedures.
- Dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- Referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care, and understanding that concerns about confidentiality or consent should not delay the sharing of safeguarding information.

- Following the Trusts' rules with regard to communication with students and use of social media and online networking.
- Avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with students.

6.3 Early Help

6.3.1 All staff should understand that information relevant to a child's welfare may need to be shared at an early stage to support preventative and early help interventions, even where statutory child protection thresholds have not been met. Early help means providing support as soon as a problem emerges at any point in student's time with us at college/school.

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

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Has exhibited signs of abusive, violent and/or harmful behaviours
- Is frequently missing/goes missing from education, care or from home.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited.
- Has a parent/carer in prison, or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Is at risk of 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage.
- Is a privately fostered child.
- Is pregnant or is a parent themselves

6.3.3 Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the student does not appear to be improving or is getting worse. Appropriate information sharing may be necessary to support early help, preventative interventions and coordinated multi-agency support, including where statutory child protection thresholds have not been met.

6.4 Contextual Safeguarding

6.4.1 All staff need to ensure that they are considering the context within which such incidents and/or behaviours occur. Safeguarding incidents and or behaviours can be associated with factors outside the college/school and/or occur between students outside of the college/school. It is crucial to consider wider environmental factors that may be present that are a threat to their safety and/or welfare.

6.5 Transporting Students

6.5.1 Before agreeing that a journey can be made, a phone call should be made to a parent/carer to confirm they are happy for the journey to take place, a risk assessment must also be undertaken. This should be completed with a member of the Senior Leadership Team, Designated Safeguarding Lead or Deputy, to consider whether:

- The journey is necessary and appropriate
- The student has behaviour, safeguarding, health or mobility issues
- The student may require medication during the journey
- The number of adults required for a safe journey (usually a minimum of 2)
- Whether the adults are fit to carry out the journey e.g. have any health issues that may put them or the student at risk
- Safeguards can be put in place to reduce any risks identified
- Staff have business insurance
- There is an appropriate child seat available where required

6.5.2 No adults involved in transporting should do this unless they have had appropriate:

- Safeguarding training
- Recruitment checks for 'regulated activity'

7.0 Working with Parents/Carers and Other Agencies to Protect Students

7.1 Involving Parents/Carers

- Parents should be aware that the Trust and its colleges/schools will take any reasonable action to safeguard the welfare of its students. In cases where the Trust/college has reason to be concerned that a student may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the LSCP Procedures.
- In general, we will discuss concerns with parents/carer before approaching other agencies and will be transparent with parents/carers about information sharing wherever it is safe and appropriate to do so. Consent is not required where information is being shared for safeguarding or promoting the welfare of a child in accordance with statutory safeguarding duties.
- Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule is that when a member of staff has reasonable cause to believe that informing the parents/carers of a referral to another agency may increase the risk of significant harm.
- Parents and carers are informed of the Trusts' Child Protection Policy via each college's/school website and parents/carers can also receive a paper copy of this policy for their reference.

7.2 Multi – Agency Work

- The Trust and its colleges/schools work in partnership with other agencies in the best interest of the students. The Trust and its colleges/schools will share relevant information with safeguarding partners and other appropriate agencies where this may assist in safeguarding or promoting the welfare of a child, in accordance with the Information Sharing Duty and local safeguarding partnership procedures.
- Each college/school will, where necessary, liaise with universal, targeted and specialist services and make referrals to social service teams. Where a student already has a social worker, the Trust will immediately contact the social worker involved, or in their absence the team manager.

- We will co-operate with social services in accordance with the requirements of the Children Act and allow access to student and child protection records for them to conduct section 17 or section 47 assessments.

8.0 Abuse of Position of Trust

8.1 All Trust staff are aware what constitutes inappropriate behaviour towards students and that all such behaviour is unacceptable; their conduct towards students must be beyond reproach.

8.2 In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the former is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

9.0 Children Who May Be Particularly Vulnerable

9.1 Some students may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

9.2 To ensure that all our students receive equal protection, we will give special consideration to children who are:

- Missing education/missing from education.
- Disabled or have special educational needs.
- Young carers.
- Looked after children.
- Privately fostered children.
- Affected by domestic abuse.
- Affected by substance misuse/drug use.
- Affected by mental health issues including self-harm and eating disorders.
- Affected by poor parenting.
- At risk of fabricated or induced illness.
- At risk of youth violence.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- Live transient lifestyles.
- LGBTQ+.
- Missing from home or care.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Vulnerable to extremism or radicalisation.
- Vulnerable to faith abuse.
- Involved directly or indirectly in child sexual exploitation (CSE) or trafficking.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM).

- At risk of forced marriage.
- Is pregnant and or is a parent themselves
- Has exhibited signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn into anti-social or criminal behaviour including gang involvement associated with organised crime groups or county lines

This list provides examples of additional vulnerable groups and is not exhaustive.

9.3 Special Educational Needs

9.3.1 We know disabled children are three times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as "part of the disability". Additional time and communication means will be in place to allow children to communicate effectively with staff and extra consideration will be given if using restraint.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

9.3.2 SEN students are offered transitional support to ensure a smooth transition from primary/ high school. They are also allocated where necessary a study support worker/key worker and also have a designated progress tutor/support worker who will address any concerns throughout the year and provide support.

9.3.3 Support for SEN students can also be obtained from the organisations identified below:-
https://www.mencap.org.uk/
https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send
https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children

10.0 Emotional Health and Wellbeing

10.1 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.

10.2 Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community (World Health Organisation)

10.3 In an average classroom, around 5 students will have a probable mental health condition (See 10.1) Only appropriately trained professionals can diagnose mental health problems but staff in the Trust are well placed to identify behaviour that may suggest an issue.

10.4 If staff have concerns about the mental health of a student, they will speak to relevant staff including, where appropriate, the DSL. Where concerns indicate a risk of harm, abuse, neglect, exploitation, self-harm or suicide, safeguarding procedures and information-sharing arrangements will be followed.

10.5 We understand the impact that the global pandemic of coronavirus will had on our staff and students. At our Trust we aim to promote positive mental health for every member of our staff and student body as well as to respond to mental ill health. We will ensure emotional support is provided, especially during stressful times e.g. exams.

10.6 Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or sleeping habits.
- Increased isolation from friend or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing, e.g. long sleeves in warm weather.
- Secretive behaviour.
- Lateness or absence from college/school.
- Repeated physical pain or nausea with no evident cause.

10.7 We understand that taking a listening empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the students rather than advice or direction. If there are any safeguarding concerns discussion with the DSL will take place.

https://www.kooth.com/
https://www.rdash.nhs.uk/services/with-me-in-mind/ (only applicable to Doncaster and Rotherham)

10.8 Mental health concerns will be managed through a graduated safeguarding response where appropriate:

Early Identification

Staff identify concerns through observation, disclosure or information from others.

Early Support

The Trust may provide:

- Pastoral support
- Emotional wellbeing support
- Early Help support

Safeguarding Intervention

Mental health concerns will be treated as safeguarding where there is:

- Risk of harm to the pupil/student
- Risk of suicide or self-harm
- Evidence or suspicion of abuse, neglect or exploitation
- Significant deterioration in presentation or behaviour
- Emerging/diagnosed or undiagnosed eating disorder presenting risk of harm to pupil/student

External Referral

Where risk is significant, the Trust will refer to appropriate external services.

10.9 Suicide

10.9.1 We recognise that suicide is one the biggest killers of children and young people in the UK. We have followed the national guidance document "Building a Suicide Safer School/College" by papyrus; advice on policy prevention and postvention. https://www.papyrus-uk.org/help-me/help-for/help-for-professionals/guidance-for-schools

10.9.2 Samaritans step by step guide to responding to a suicide or suicide threat: https://www.samaritans.org/how-we-can-help/schools/step-step/step-step-resources/

11.0 Current Issues

11.1 There are many issues of concern affecting children today and not all can be listed here. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our students.

11.2 When to report to police, the following guidance will be followed:

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf

11.3 Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated such as CCE, CSE, radicalisation, bullying etc. The breadth of issues classified within online safety is considerable and ever evolving.

(See 31.0 for further policy and guidance on online safety and AI)

11.4 Child on Child Abuse

11.4.1 All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

11.4.2 All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy) or any other staff where appropriate.

11.4.3 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

11.4.4 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 (also known as teenage relationship abuse.

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, or the threat of harm with a weapon (physical abuse may include an online element which facilitates, threatens and/or encourages physical abuse).
- Harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry, sexism, homophobia, biphobia, racism.
- 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 self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes.
- Upskirting (which is a criminal offence) – typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

11.4.5 Child on child abuse will always be taken seriously and acted upon. It will not be dismissed as "banter" or "part of growing up".

11.4.6 We recognise students with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused by peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration
- The potential for SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- Communication barriers and difficulties overcoming these barriers.

Therefore, any reports of abuse involving children with SEND will involve liaison with the Designated Safeguarding Lead (or deputy) and the SENDCo.

Children who are LGBTQ+ can be targeted by their peers. In some cases a child who is perceived by their peers 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 are LGBTQ+ and lack a trusted adult with whom they can be open with. 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.

11.5 <u>Harmful Sexual Behaviour (HSB)</u>

11.5.1 Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

11.5.2 HSB can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children.

11.5.3 HSB exists on a continuum and can, in some cases, escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally).

11.5.4 Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence.

11.5.5 When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years' difference or if one is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they hold power over them, e.g., due to a disability or physical size.

11.5.6 The management of children and young people with sexually harmful behaviour is complex and the school/college will work with other agencies to risk assess and maintain the safety of the school/college's community.

11.5.7 Young people who display such behaviours may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

11.5.8 Staff who become concerned about a student's sexual behaviour should speak to the DSL as soon as possible. We will consider the Brook Traffic Light tool when making judgements: https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/

11.5.9 Advice on responding to children who display sexualised behaviour is also available here: https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf

11.6 Sexual Violence

11.6.1 Sexual Violence and Harassment can occur between children of any age and sex. Sexual violence includes rape, assault by penetration and sexual assault.

11.6.2 Sexual harassment is unwanted conduct of a sexual nature and can include sexual comments/jokes, physical behaviour e.g. showing sexual pictures deliberately touching/bushing up against someone, online sexual harassment.

11.6.3 We will:

- Never tolerate or normalise this behaviour and are very clear it is not "being an inevitable part of growing up".
- Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Challenge behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- Understand that all of the above can be driven by wider societal factors such as everyday sexist stereotypes and everyday sexist language.
- Ensure a victim is never made to feel ashamed for making a report.

11.7 Upskirting

11.7.1 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

11.7.2 Should any student/pupil raise concerns in relation to the above it is essential that information is passed onto the DSL.

11.8 Consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes.

11.8.1 Consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes., is when someone shares sexual, naked or semi naked images or videos of themselves or others. They can be sent using mobiles, tablets, smartphones and laptops – any device that allows anyone to share media and messages.

11.8.2 It's a criminal offence to create or share explicit images of a child, including when this image is generated by AI. However the law is intended to protect children and not criminalise them. If a young person is reported to the police for sharing or creating an image, the police will make an internal record but depending on the circumstances they may decide not to take any formal action.

11.8.3 The Trust will follow the below guidance and advice: https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

NSPCC advice to educators and a helpful bank of resources which can be accessed when required: https://learning.nspcc.org.uk/online-safety/sexting-sharing-nudes-semi-nudes

11.9 Bullying

11.9.1 Bulling is usually defined as behaviour that is:

- Repeated.
- Intended to hurt someone physically or emotionally.
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

11.9.2 Is a very serious issue that can cause considerable anxiety and stress. At its most serious level, bullying can have a disastrous effect on a student's/pupil's wellbeing and learning and in very rare cases has been a feature in the suicide of some young people.

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

11.9.3 All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our formal intervention policy. If the bullying is particularly serious, or the tackling bullying procedures are deemed ineffective, the Principal/Headteacher and the DSL will consider implementing child protection procedures.

https://www.childnet.com/resources/cyberbullying-guidance-for-schools/

11.10 Contextual Safeguarding/Extra Familial Abuse

11.10.1 Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families i.e. extra familial abuse. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

11.10.2 Parents and carers have little influence over these contexts and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

11.11 Hate Crime

11.11.1 NCLT is committed to tackling all forms of Hate Crime and Hate Incidents to protect and safeguard all our employees/students. It is a key priority for NCLT to raise awareness of this issue, to ensure all employees are clear on acceptable behaviour and all employees/students are aware of how to report any incidents. NCLT has a zero-tolerance approach to all forms of Hate Crime and any abusive or discriminatory behaviour.

11.11.2 What is a Hate Crime?

Hate Crime is defined as a criminal action, typically one involving violence (but not exclusively), that is motivated by prejudice on the basis of Disability, Gender Identity, Race, Ethnicity or Nationality, Religion, Faith or Belief or Sexual Orientation.

Examples of hate crimes include (this list is not exhaustive):

- Assaults
- Criminal damage
- Harassment
- Sexual assault
- Murder
- Theft
- Fraud
- Burglary
- Hate mail
- Causing harassment, alarm or distress
- Bullying

11.11.3 What is a Hate Incident?

A Hate Incident is any incident, which may or may not be a crime, that an individual or any other person perceives to be motivated by hostility or prejudice towards any aspect of a person's identity.

Examples of hate incidents include (this list is not exhaustive):

- Verbal abuse like name-calling and offensive jokes
- Harassment
- Bullying or intimidation by children, adults, neighbours or strangers
- Physical attacks such as hitting, punching, pushing, spitting
- Threats of violence
- Hoax calls, abusive phone or text messages, hate mail
- Online abuse for example on Facebook or Twitter
- Displaying or circulating discriminatory literature or posters
- Harm or damage to things such as your home, pet, vehicle
- Graffiti
- Arson
- Throwing rubbish into a garden
- Malicious complaints for example over parking, smells or noise.
- Displays of any writing, sign or other visible representation which is threatening or abusive, within the hearing or sight of a person likely to be caused harassment, alarm or distress thereby.

11.11.4 The Impact of Hate Crimes and Incidents

Hate Crimes and Incidents, whether experienced directly, indirectly, in person or online can have a serious impact on both the mental and physical wellbeing of an individual. Individuals subjected to hate crimes or incidents are reported to suffer from increased stress levels, anxiety, depression, PTSD or injuries, which can result in increased sickness absence.

11.11.5 Reporting Hate Crimes and Incidents

NCLT has a duty of care to its employees/students and encourages its employees/students to report any hate crimes or incidents at the earliest opportunity. This includes anyone who has witnessed a hate crime or incident (seeing, hearing or reading), where a hate crime or incident is reported to them by victims or witnesses or has a strong suspicion or evidence of a hate crime/incident.

Any employee posting or sharing hate speech via social media sites (Facebook / Twitter, etc) will be referred to the NCLT disciplinary procedure.

If a complaint is identified as being criminal in nature it will immediately be reported to the Police for them to follow up and investigate. In these circumstances any collection of evidence should be carried out by the police officer in charge of the investigation.

To independently report a hate incident / crime, a list of third-party reporting services who offer advice and support to anyone who has been a witness or victim of a hate crime is given below:

In an emergency	Call 999
Contact the police	Call 101 (non-emergency) to report an incident. You can speak to the police in confidence and you do not have to give your personal details. However, this would impact on the investigation and Police's ability to prosecute the offender if the police cannot contact you.

11.12 Prejudice Related Incidents

11.12.1 The Trust is opposed to all forms of prejudice and any incidents of prejudice will be addressed immediately. Advice will be sought from other agencies if appropriate

11.12.2 CME is defined as children of compulsory school age who are not registered students at a school/college and are not receiving suitable education otherwise that at school e.g. home schooling. However, at any stage any child going missing from school, which includes within the school/college day, is a potential indicator of abuse and neglect, including exploitation, mental health concerns, risk of forced marriage etc. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

11.12.3 All such students/pupils will be placed and removed from admission and attendance registers as required by law.

11.12.4 We will collect, where possible, more than one emergency contact number for each student/pupil.

11.13 Children who are absent from education

Children absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. It is essential that the Trust responds to persistently absent students and supports identifying such abuse and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where pupils/students are already known to local authority children's social care and need a social worker (such as a child in need or who has a child protection plan, or is a looked after child)

11.13.1 Children at Particular Risk of being absent from Education

As there could be many reasons for a child to be absent from education, the LA will make a judgement on a case-by-case basis.

The following list indicates students who are most at risk of being absent from education:

- Students/pupils at risk of harm or neglect – where this is suspected, local child protection procedures will be followed; however, if a child is in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate) as per the trust's child protection policy. The LA officers responsible for CME will check a referral has been made, and will contact children's social care if this is not the case. Should there be a reason to suspect a crime has been committed or the child's safety is at risk, the LA will contact the police.
- Children of Gypsy, Roma and Traveller (GRT) families – when a GRT student leaves the college/school without naming their next destination, the trust and its colleges/school will contact the LA. If necessary, the college will consult the Attendance and Prosecution Service for advice on the best strategies to ensure minimal disruption to the GRT students' education.
- Children of service personnel – the college/school will contact the Ministry of Defence Children's Education Advisory Service for advice to ensure continuity of education for these children.
- Missing children/runaways – should the college/school suspect a child has gone missing/run away, an appropriate staff member will consult the DfE for advice on missing children.
- Children and young people supervised by the Youth Justice System – in this case, LA youth offending teams are responsible for supervising children (aged 8 to 18). Where a young person is registered at the college prior to custody, the college will keep the place open for their return.
- Children who cease to attend – where the reason for a child who has stopped attending the college/school is not known, the LA will investigate the situation.

As a Trust we will ensure to adhere to the Departments guidance on school attendance – Working together to improve school attendance – GOV.UK

11.14 Elective Home Education (Secondary Settings)

11.14.1 Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

11.14.2 From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

11.14.3 Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, contact should be made with Rotherham's elective home education team, schools, and other key professionals in order to work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where safeguarding concerns exist, relevant information will be shared with the local authority and other appropriate agencies in accordance with the Information Sharing Duty and local safeguarding partnership procedures.

11.15 Child Criminal Exploitation (CCE)

11.16 The Trust recognises that effective safeguarding of children vulnerable to exploitation, extra-familial harm, serious youth violence and abuse requires timely information sharing

and effective multi-agency collaboration. Relevant information will therefore be shared in accordance with statutory safeguarding responsibilities, the Information Sharing Duty and local safeguarding partnership arrangements.

11.16.1 In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity. This can include drug running, stealing, threatening other young people etc. The exploited child often believes they are in control of the situation. High levels of violence, coercion and intimidation are common.

11.16.2 "County lines" is a term used to describe gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move and store drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as "cuckooing".

11.16.3 County lines is a major, cross cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

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

https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults

11.17 Serious youth violence

11.17.1 Serious youth violence is a continuing major national safeguarding concern, which has dramatic effects on the lives of children and families. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Details of the context, risk and support can be found within:

https://www.gov.uk/government/publications/multi-agency-responses-to-serious-youth-violence-working-together-to-support-and-protect-children/multi-agency-responses-to-serious-youth-violence-working-together-to-support-and-protect-children#context

11.17.2 Through training, all staff will be made aware of the indicators which may signal a student/pupil is at risk from, or is involved with, serious youth violence. These indicators include, but are not limited to:

- Increased absence from college/school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.

- Unexplained gifts or new possessions.
- Found to be or suspected to have been in possession of a weapon

11.17.3 Staff will be made aware of some of the most significant risk factors that could increase a student's/pupil's vulnerability to becoming involved in serious youth violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

11.17.4 Staff members who suspect a student/pupil may be vulnerable to, or involved in, serious youth violence will immediately report their concerns to the DSL. Relevant information may be shared with safeguarding partners, police and other agencies where necessary to safeguard the child or others from harm. Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from: https://youthendowmentfund.org.uk/reports/education-guidance/

11.17.5 Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they will put in place a risk assessment and support plan, and where relevant, consider action to de-escalate peer conflict.

11.17.6 The Trust follows closely the guidance from the DFE: 'Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies'. Staff can search a pupil for any item banned under the academy rules, if the pupil agrees. Headteachers/Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline." Please consult phase specific behaviour policy for further guidance.

11.17.7 The school/college will comply with the Serious Violence Duty established through the Police, Crime, Sentencing and Courts Act 2022 and will cooperate with relevant statutory partners where required on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools/colleges will be under a separate duty to cooperate with core duty holders when asked – the school/college will ensure arrangements are in place to do so.

11.18 <u>Domestic Abuse</u>

11.18.1 This does not have to include violence to be classed as abuse.

11.18.2 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 the below. Children can be the victims of domestic abuse, they may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships) teenage relationship abuse) All of which can have a long-term impact on their health, well-being, development and ability to learn.

- Psychological
- Physical
- Sexual
- Financial
- Emotional
- Coercive Control

11.18.3 1:4 women and 1:6 men will experience Domestic abuse at some time in their lifetime. We will be mindful of the abusive affect this has on children, even when they are not directly involved in incidents and that our staff may themselves be victims.

11.18.4 The Trust is taking part in Operation Encompass. This means where we receive information, the next day, if police have been called out to a domestic abuse incident and any of our students were present. The purpose of this information sharing is to make the next day better for the student. Information received through Operation Encompass will be managed in accordance with safeguarding information-sharing requirements and will be shared internally on a need-to-know basis to support the child's welfare and safety.

https://www.operationencompass.org/

11.19 Hidden Harm

11.19.1 The government's 'Hidden Harm' reports (ACMD 2003,2007) revealed the large numbers of children across the UK living with parents who mis-use drugs – an estimated 200,000

11.19.2 For some of these vulnerable children, attendance at school/college provides 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.

11.19.3 The DSL will refer any concerns to the Early Help Hub and referral and response service and work with partner agencies so children in these circumstances can be responded to appropriately. This may include the sharing of relevant safeguarding information to support assessment, intervention and protection.

11.19.4 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 adult's 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 assessed.

11.20 Child Sexual Exploitation (CSE)

11.20.1 CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, 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. CSE does not always involve physical contact; it can occur through the use of technology. CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and non-contact sexual activity e.g. copying images and posting on social media. CSE can occur over time or be a one-off occurrence.

11.20.2 This is a serious crime and is never the victim's fault even if there is some form of exchange.

11.20.3 The police team can be contacted for extra support and information. (details in appendix) NB they do not take the place of your usual reporting procedures.

11.21 Honour Based Violence/Abuse HBV/A – e.g. FGM/Forced Marriage/Breast Ironing

11.21.1 Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Multi agency guidelines;
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf

11.21.2 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and. Multi-agency statutory guidance for dealing with forced marriage can be found within the following link –
https://assets.publishing.service.gov.uk/media/6447fdc2814c6600128d064b/English_version_contents_page_updated_14.04.23.pdf

11.21.3 Breast Ironing

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

11.22 Fabricated Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. It can include Munchausen's Syndrome by Proxy which is a recognised mental illness in the parent.

11.23 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 step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The trust and its colleges/school will follow requirements of reporting as set out by the Local Authority.

11.24 Child Abduction

11.24.1 For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

11.24.2 All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g., people loitering nearby or unknown adults conversing with students/pupils.

11.24.3 Students/Pupils will be provided with practical advice to ensure they can keep themselves safe outdoors.

11.25 Cyber Crime

11.25.1 For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.
- All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring students/pupils to the National Crime Agency's Cyber Choices programme.

11.26 Virginity Testing and Hymenoplasty

11.26.1 Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

11.26.2 Virginity testing – Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

11.26.3 Hymenoplasty – A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications .

11.26.4 Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

11.26.5 The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

11.26.6 Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

11.26.7 Students/pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a student/pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A student/pupil is known to have requested either procedure or asks for help
- Family members disclose that the student/pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A student/pupil has already experienced or is at risk of other forms of HBA
- A student/pupil is already known to social services in relation to other safeguarding issues
- A student/pupil discloses other concerns that could be an indication of abuse, e.g they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A student/pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour

- A student/pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

11.26.8 The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

11.26.9 The college/school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the student/pupil, including expediting arrangements for the procedure.

11.27 The Child's Wishes

11.27.1 Where there is a safeguarding concern, governing bodies, proprietors and college/school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

11.28 Children who are gender questioning and requests for support with social transitioning

11.28.1 When supporting a gender questioning child, the school/college will consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child)

11.28.2 The school/college will provide a respectful and supportive environment for children who are questioning their gender. Bullying, harassment and discrimination will not be tolerated, and any related safeguarding or wellbeing concerns will be addressed promptly.

11.28.3 The school/college will not initiate social transition. Individual members of staff must not independently make changes relating to social transition, including changes to names, pronouns, uniform, facilities, sport or other arrangements.

11.28.4 Where a child or their parent or carer requests support involving social transition, the matter will be referred to the Headteacher/Principal and the DSL. The request will be considered through a careful, documented and case-by-case process.

11.28.5 Parents or carers will be involved as a matter of priority, and their views will be given proper consideration. In the rare circumstances where there is reason to believe that involving parents or carers may place the child at increased risk, the DSL will determine what safeguarding action is necessary before parents are contacted or any decision is made. Decisions will take account of:

- the welfare and best interests of the child and other children;
- the child's age, development, wishes and individual circumstances;
- any wider mental health, medical, neurodevelopmental or safeguarding needs;
- relevant clinical or other professional advice;
- the impact of agreeing or declining the request;
- the school/colleges safeguarding responsibilities; and
- its duties under the Equality Act 2010 and Human Rights Act 1998.

11.28.6 Primary-age requests will be approached with particular caution. Staff will not provide clinical advice or undertake functions that require clinical expertise.

11.28.7 The school/college will explain that support with social transition will not include access to toilets, changing rooms, showers or residential accommodation designated for the opposite biological sex, or participation in sport designated for the opposite sex where single-sex participation is necessary for safety.

11.28.8 The child's biological sex will be recorded accurately. Information will only be shared with staff who need it to safeguard and support the child and other pupils. Decisions and their rationale will be recorded and reviewed where circumstances change, including where a child wishes to reverse or amend an earlier arrangement.

11.28.9 Staff must not allow pupils into facilities designated for the opposite biological sex, this includes toilets, changing rooms, or participation in sports designed for the opposite sex where there are safety reasons for single-sex PE.

11.28.10 Schools/College staff are expected to make all relevant staff aware of a child's biological sex in all cases and are legally required to record a child's biological sex accurately whenever it is recorded.

12.0 Responding to Reports of Sexual Violence or Sexual Harassment

12.1 It is important to note that student/pupil may not find it easy to tell staff about their abuse verbally. Students can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a student has been harmed or a student's own behaviour might indicate that something is wrong., if staff have any concerns about a student's welfare, they should act on them immediately rather than wait to be told. Immediate consideration should be given as to how best to support the victim and the alleged perpetrator (s) (and any other children involved/impacted). The Trust has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable and it will not be tolerated.

12.2 It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. The below offers guidance around dealing with and responding to reports of sexual violence and harassment:

- When dealing with cases of sexual harassment it is important that two staff members deal with the case one of them being the DSL or deputy. A key consideration is for staff not to view or forward illegal images of a child. It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising that a student/pupil is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the student discloses recognises that the student has placed them in a position of trust. They should be supportive and respectful of the child.

- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so students/pupils may not be able to recall all details or timeline of abuse.
- Keeping in mind that certain students/pupils may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
- Listening carefully to the young person, reflecting back, using the student's/pupils language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the young person where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask students if they have been harmed and what the nature of that harm was.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the students and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the student and not appear distracted by the note taking. Either way, it is essential a written record is made.
- Only recording the facts as the student presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

12.3 Risk Assessment

12.3.1 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s)
- All the other students, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

12.3.2 The risk assessment should be recorded using Cedar/CPOMS.

12.3.3 The designated safeguarding lead (or a deputy) should ensure they are engaging with 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 above school or college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

12.3.4 Whilst each school/college should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim

finds it difficult to maintain a full-time timetable and may express a wish to remove themselves from lessons and activities. This should be because the victims wants to, not because it makes it easier to manage the situation. Due regard will be given to the above by each school/college whilst ensuring this does not have a detrimental impact on the child's learning.

13.0 Action Following a Report of Sexual Violence and/or Sexual Harassment

13.1 Sexual abuse can happen anywhere, and all staff working with students are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be 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 school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. This includes determining what safeguarding information may need to be shared with relevant agencies in line with statutory safeguarding responsibilities and the Information Sharing Duty.

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 school's or college's duty and responsibilities to protect other students.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed.
- The ages of those involved.
- The developmental stages of those involved.
- Any power imbalance, for example, is the alleged perpetrator(s) significantly older, more mature or more confident? 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 peers.
- Are there ongoing risks to the victim, other students, or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

13.2 As always when concerned about the welfare of a student, all staff should act in the best interests of the student. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other students involved/impacted)

13.3 The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

13.4 Students Sharing a Classroom – Initial Considerations

13.4.1 Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing

Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt or innocence of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately. In all cases, the initial report should be carefully evaluated, reflecting the considerations set out above. The wishes of the victim, the nature of the allegations and the protection of all students in the school or college will be especially important when considering any immediate actions.

14.0 Options to Manage the Report

14.1 It is important that schools and colleges consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

14.2 There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learned. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1) Manage Internally
   - In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early helpor that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

- Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2) Early Help

- In line with the above, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers. Information sharing is an important part of effective early help. Relevant information should be shared with appropriate professionals and agencies where this will assist in identifying needs, assessing risk and coordinating support.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).
- Full details of the early help process can be found here: https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

3) Referral to Children's Social Care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care. Relevant safeguarding and welfare information will be shared without unnecessary delay with children's social care and other appropriate agencies where this may assist in safeguarding or promoting the welfare of a child.
- At the point of referral to children's social care, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk

assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded on Cedar/CPOMS.

4) Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

When to call the police.

- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a young person at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting young people and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded on Cedar/CPOMS

14.3 Considering Bail Conditions

14.3.1 The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.

14.3.2 Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.

14.3.3 Whatever arrangements are in place, the school or college will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.

14.3.4 Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an un convicted person (e.g. rights to privacy, family life, etc).

14.3.5 Careful liaison with the police investigators should help to develop a balanced set of arrangements.

14.4 Managing Any Delays Within the Criminal Process

14.1.1 There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college.

14.5 The End of the Criminal Process

14.5.1 If a student/pupil is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

14.5.2 Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

14.5.3 Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in

this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

14.6 Unsubstantiated, unfounded, false or malicious reports

14.6.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed. All information should be recorded on Cedar/CPOMs

14.6.2 If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the student and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

15.0 Ongoing Response – Safeguarding and Supporting the Victim

15.1 The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Schools/colleges should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

15.2 Support can include:

- Early help and children's social care
- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
- NHS – Help after rape and sexual assault – NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provides free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

15.3 Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their progress tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools and colleges should respect and support this choice.

15.4 A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

15.5 It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.

15.6 It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

15.7 Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

15.8 It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The

designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Appropriate safeguarding information should also be shared with the receiving setting to ensure that ongoing risks, support needs and protective measures are understood.

16.0 Ongoing Response – Safeguarding and Supporting the Alleged Perpetrator and Children and Young People who have Displayed Harmful Sexual Behaviour

16.1 Points to consider:

- The age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any student/pupil will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often is) a symptom of either their own abuse or exposure to abusive practices and or materials.

- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- If the allegation of sexual assault, in any form, is, in itself, made maliciously then the alleged perpetrator becomes the victim of abuse and should be treated accordingly, within the appropriate sections of this Policy.

17.0 Radicalisation and Extremism

17.1 Preventing radicalisation is part of our wider safeguarding duty. We recognise that colleges/school plays a significant part in the prevention of this type of harm. We will include education through our tutorial scheme/PSHE and encourage ‘British Values’ and critical thinking.

17.2 We will intervene where possible to prevent susceptible children being radicalised. The internet has become a major factor in radicalisation and recruitment.

17.3 Definitions:

- Extremism – is the vocal or active opposition to our fundamental values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Radicalisation – is the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism – is an action that endangers or courses serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

17.4 As with all other forms of abuse, staff should be confident in identifying students at risk and act proportionately.

17.5 We will work with other partners including the Channel Panel – a voluntary confidential support programme for those who are considered vulnerable to being drawn into terrorism.

17.6 The DSL team within each is appropriately trained and are able to offer advice, support and information to other staff.

17.7 We will ensure safe internet filters are in place and ensure our students are educated in online safety.

17.8 Prevent

17.8.1 The purpose of Prevent is to safeguard and support susceptible people to stop them from becoming terrorists or supporting terrorism.

17.8.2 Prevent is one of the four core elements of the Government's CONTEST strategy for countering terrorism, it is built around four strands, each with a number of objectives.

17.8.3 Four PREVENT strands:

1) Pursue – to stop terrorist attacks in this country and against our interests overseas. This means to:
   - Detect and investigate threats at the earliest possible stage
   - Disrupt terrorist activity before it can endanger the public
   - And, wherever possible, prosecute those responsible

2) Protect – to strengthen our protection against a terrorist attack in the UK or against our interests overseas and so reduce our vulnerability.

3) Prepare – to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase our resilience so we can recover from its aftermath.

4) Prevent – to stop people becoming terrorists or supporting terrorism.

17.8.4 On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools/colleges to have due regard to the need to prevent people from being drawn into terrorism.

17.8.5 New Collaborative Learning Trust is fully committed to safeguarding and promoting the welfare of all its students. As a college/school we recognise that safeguarding against radicalisation is as important as safeguarding against any other susceptibility.

17.8.6 All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

17.8.7 As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

17.8.8 Staff have completed the DfE's Channel General Awareness training. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Staff have also undertaken WRAP (Workshop Raising Awareness of Prevent) Training alongside statutory safeguarding training as well as receiving regular updates and briefings around prevent.

17.9 What we do if there is a Concern:

17.9.1 If we have a concern about a particular student/family, we will follow the colleges'/ school's normal safeguarding procedures, including discussing with the Designated Safeguarding Lead (s), the local prevent officer and where deemed necessary, with children's social care.

Please see below prevent leads within NCLT:

Name	School/College	Contact Details
Hannah Woods	New College Pontefract	01977 802719 – hannah.woods@nclt.ac.uk
Helen Jackson	New College Doncaster	01302 976777 – helen.jackson@nclt.ac.uk
Jaz Qadri	New College Bradford	01274 089153 – jaz.qadri@nclt.ac.uk
Julie Harrop	Wingfield Academy	01709 513002 – jha@nclt.ac.uk
Sarah Hewitt	Thorpe Hesley	0114 2570153 – sarah.hewitt@nclt.ac.uk
Alex Wirth	Anston Greenlands	01909 550557 – alex.wirth@nclt.ac.uk
Alison Bradbury	Redscope	01709 740350 – alison.bradbury@nclt.ac.uk
Alice Hunt	Brinsworth Academy	01709 828383 – a.hunt@nclt.ac.uk
Sarah Daley	Dinnington High School	01909 55006 s.daley@nclt.ac.uk

17.9.2 Please see below links for further information around Prevent in the Wakefield/Doncaster/ Bradford/Rotherham including how to make a referral if you are worried about someone.

If concerns are outside of college hours or during the holidays please ensure the referral included in the link is completed to avoid any delay passing on information.

https://www.wakefield.gov.uk/our-people-and-communities/community-safety/prevent-in-wakefield
https://dscp.org.uk/professionals/prevent/
https://www.bradford.gov.uk/your-community/crime-and-crime-prevention/prevent-in-bradford-district/
https://www.rotherham.gov.uk/community-safety-crime/prevent-channel/1

17.10 Reporting Online Material Promoting Terrorism and/or Extremism

17.10.1 Report illegal or harmful information, pictures or videos you've found on the internet. You can report things like:

- Articles, images, speeches or videos that promote terrorism or encourage violence
- Websites made by terrorist or extremist organisations
- Videos of terrorist attacks

Report online material promoting terrorism or extremism – GOV.UK (www.gov.uk)

17.11 Board of Trsutees Responsibilities in line with the Prevent Duty

17.11.1 Board of Trustees and Advisory Group members must:

- Adopt the Prevent duty;
- Actively engage with other partners including police and BIS regional Higher and Further Education Prevent Co-ordinators to carry out the Prevent duty;
- Undertake appropriate training and development in the Prevent duty;
- Nominate a Prevent governor or board member who will usually already oversee safeguarding;
- Exemplify British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs in their conduct and
- Be aware that inspection of the Prevent duty by Ofsted will be judged as part of safeguarding which is included in the leadership and management grade. Implementation and practice of the Prevent duty will be a limiting grade for a provider. (Prevent Duty Guidance, Home Office, March 2015)

17.11.2 A strategic role in implementing the Prevent duty for Board of Trustees:

- Should set the provider's strategy for the Prevent duty as in all other areas. They should develop a short and medium term vision that is explicitly communicated to all parties.
- Must ensure that there is active engagement between sectors and partners.
- Must ensure that robust procedures are in place to ensure that any sub-contractors are aware of the Prevent duty and the sub-contractor is not inadvertently funding extremist organisations.
- Must comply with the requirements of the Equalities Act 2010 in ensuring that their institution challenges discrimination and expects students to comply with this legislation.
- Must ensure that providers challenge racism, Islamophobia, tackling hate and prejudice-based bullying, harassment and intimidation as part of the provider's commitment to and exemplification of British values including "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs".
- Need to appreciate the sensitivity of the subject and the need to approach the issues carefully in all communities.
- Are responsible for ensuring that the Duty and its requirements are communicated at all levels i.e. to management, teaching staff, support staff, volunteers students and parents

17.11.3 Role in ongoing scrutiny Board of Trustees/Advisory Group should:

- Ensure that a risk assessment is carried out initially, then on a regular basis and that action plans are formulated and acted upon.
- Ensure that policies and procedures are in place with reference as appropriate to the Prevent duty and are used to implement the Prevent duty.

These should include policies covering:

- The campus or premises and student welfare
- Equality and diversity
- Human resources

- The safety and welfare of students and staff
- The physical management of the institution's estate
- Events held by staff, students or visitors
- Relationships with external bodies and community groups which may use premises or work in partnership with the institution
- Prayer room and or chaplaincy
- Societies
- External speakers
- IT and cybersecurity

Continue to scrutinise the implementation and maintenance of the Prevent duty as they hold ultimate responsibility within the institution.

18.0 Helping Children to Keep Themselves Safe

18.1 Children are taught to understand relationships, respect and promote British values and respond to and calculate risk through our tutorial programme and Relationships and Sex Education and Health Education (RSE) lessons and in all aspects of college/school life. Included in this is the knowledge they need to recognise and to report abuse whilst being clear that it is never the fault of the child who is abused and that victim blaming is always wrong.

18.2 Our approach is designed to help children to think about risks they may encounter both on and off line and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about consent, online safety, including sexting and bullying procedures including the legalities and consequences and where to go for help.

18.3 The Trust continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Students are encouraged to speak to a member of staff in confidence about any worries they may have. Students also have access to a wide range of support both on and off line.

18.4 However, all our students are aware that if they disclose that they are being harmed or that they have, or intend to, harm another that this cannot be kept secret and that information will need to be shared. (include students' confidentiality statement here).

19.0 Support for those Involved in a Child Protection Issue

19.1 Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

19.2 We will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.

- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies, in accordance with data protection legislation, local safeguarding arrangements and the Information Sharing Duty.
- Maintaining and storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures.
- Cooperating fully with relevant statutory agencies.

20.0 Complaints Procedure

20.1 Please see our Trust Complaints Procedure.

21.0 Staff Training and Induction

21.1 It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern, including understanding their responsibilities under the Information Sharing Duty and when safeguarding information should be shared.

21.2 All staff, including site staff and the Principal, will be regularly trained in Safeguarding.

21.3 The DSL will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WSCP/DSCP/BSCP/RSCP and the Safeguarding Advisor for Education within Pontefract, Doncaster, Bradford and Rotherham.

21.4 Board of Trustees/Advisory Group members will receive strategic governor safeguarding training.

21.5 All training will be recorded and monitored to flag in advance when updates are required.

21.6 New staff, Board of Trustees and Advisory Group members will receive an induction in safeguarding which includes the trust and its college's/school child protection policy, details for the DSL, reporting and recording arrangements specific to the college/school, dates of their last training, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood. This induction will include information about safeguarding information-sharing responsibilities, confidentiality, consent and statutory information-sharing requirements.

22.0 Safer Recruitment

22.1 Please see the Trust's Recruitment and Selection Policy & DBS & Vetting Policy.

22.1.1 Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students i.e. if they are in regulated activity or not.

22.1.2 Contractors

We will check the identity of all contractors working on site and request checks whether they work in regulated activity or unsupervised.

22.1.3 Visitors

Schools/colleges do not have the power to ask for DBS checks or see the certificate for those not involved in regulated activity. The Principal/Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

22.1.4 Site Security

Visitors to the college/school are asked to sign in, will be asked to show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the college's/school safeguarding and health and safety regulations to ensure students in college/school are kept safe. The Principal/Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

23.0 Single Central Record (SCR)

23.1 The school/college keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school/college. All members of the Advisory Group, Board of Trustees, Audit Committee, Education Standards Committee and Board of Members, are also recorded on the SCR.

23.2 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

23.3 For agency and third-party supply staff, the school/college will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school/college would perform on any individual working in the school/college or who will be providing education on the school/college behalf, including through online delivery) and the date that confirmation was received.

23.4 Anyone who volunteers in a role that involves teaching, training, instructing or supervising children is now in regulated activity if they do so on more than three days in a month, or overnight, even when a colleague supervises them. All volunteers in regulated activity will be subject to an enhanced DBS check and barred-list check. This will be recorded on the SCR.

23.5 Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies, so the Headteachers/Principals must undertake a written risk assessment and use their professional judgement and experience when deciding what checks are required. The risk assessment will consider:

• the nature of any work with children,
• what the school/college knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers,
• whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability, and
• where the role is not regulated activity, whether another level of DBS check might be appropriate, such as: an enhanced DBS check without barred list information, for volunteers who would be in regulated activity but do not volunteer frequently, or a basic DBS check for any other volunteer who may have access to children. Details of the risk assessment will be recorded.

23.6 Written confirmation that supply agencies have completed all relevant checks will also be included.

23.7 The school/college is free to record any other information it deems relevant.

23.8 The details of an individual will be removed from the SCR once they no longer work at the school/college.

24.0 If You Have Concerns about a Colleague or Safeguarding Practice

24.1 Staff who are concerned about the conduct of a colleague or safeguarding practice within the college/school are undoubtedly placed in a very difficult situation.

24.2 All staff must remember that the welfare of the student/pupil is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school.

24.3 Staff may also report their concerns directly to Social Care Direct or the police if they believe direct reporting is necessary to secure action. Relevant information should be shared without delay where this is necessary to safeguard a child or young person.

25.0 Allegations Against Staff

25.1 These procedures must be followed in any case in which it is alleged that a member of staff, 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.
- Behaved in a way that indicates s/he is unsuitable to work with children.

25.2 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 students/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.

25.3 A safeguarding complaint that meets the above criteria must be reported to the Principal/Headteacher immediately. If the complaint involves the Principal the allegation must

be passed to the CEO without delay. For all concerns the Principal should carry out an urgent initial consideration/fact find in order to establish whether there is substance to the allegation. The Principal/Headteacher should not carry out the investigation itself or interview students/pupils without LADO advice. As part of this initial consideration, the Principal/Headteacher should consult with HR who will then contact the Local Authority Designated Officer (LADO), within one working day, sharing all relevant information required to support an appropriate safeguarding risk assessment and investigation.

25.4 A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Principal/Headteacher/Chair of Advisory Group (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.

25.5 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.

25.6 The following definitions should be used when determining the outcome of the allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilty or innocence
- Unfounded: to reflect cases where there is no evidence or proper basis which support the allegation being made.

25.7 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/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and 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 Trust's Disciplinary Policy.

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

25.9 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named within Appendix A/B, in addition to other whistleblowing channels which may be open to them.

25.10 Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

25.11 <u>Sharing Low Level Concerns</u>

25.11.1 As part of our holistic approach to safeguarding we promote an open culture in which all concerns about adults are dealt with promptly and appropriately, this includes concerns from students, parents, staff or as a result of information received via vetting checks. 'Low level concerns can include inappropriate conduct within work, outside work and also within online activity at any time.' We would also encourage staff to self-refer when they have

found themselves in a situation which could be misinterpreted, might appear compromising or they have behaved in a way that falls below professional standards.

25.11.2 Where such a concern does not meet the harm threshold described above (e.g. over friendly with child(ren), inappropriate language used, humiliating students or where behaviour falls below professional standards outlined in the Staff Safeguarding Code of Conduct, Teacher Standards), a concern should still be brought to the attention of the Principal/DSL.

25.11.3 We recognise that such behaviour exists on a broad spectrum ranging from an inadvertent or thoughtless comment to behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

25.11.4 Where staff, students or parents have a concern about staff conduct, they should always report this to the Principal /DSL. The aim is to create an open and transparent culture, enable leaders to identify inappropriate behaviour early and minimise the risk of abuse and ensure all adults working in school are clear about expectations about conduct.

25.11.5 Concerns will be dealt with in a sensitive and timely manner, supporting the individual to correct behaviour at an early stage.

25.11.6 The Principal/DSL will collect as much evidence as possible by speaking to the person who has raised the concern, to the individual involved and any witnesses. This information will help to categorise the behaviour and determine further action.

25.11.7 The Principal/DSL will record all low level concerns detailing the details of the concern, the context and action taken. The name of the person sharing the concern should be noted, but if the wish to remain anonymous then that will be respected as far as is reasonably possible. These records are confidential and will be kept at least until the colleague leaves employment at the Trust.

25.11.8 Low level concerns will not be shared in references unless they relate to issues which would normally be included in a reference e.g. misconduct, poor performance. Where a concern met LADO thresholds and was substantiated, it will be referred to in a reference.

25.11.9 Low level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patters of inappropriate behaviour can be identified.

25.11.10 If the school/college are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold they should consult with their LADO.

25.11.11 Each school/college should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe that they behaved in such a way that they consider falls below expected professional standards.

25.12 Supporting Those Involved

25.12.1 Employers have a duty of care to their employees, the Trust and its colleges/school will act to minimise the stress inherent in the allegation process and will ensure support is put in place for the individual. Staff will be informed of any concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by social services or the police. Employees are also recommended to contact their trade union representative.

25.12.2 Parents or carers of students/pupils involved will be advised of the allegation as soon as possible if they are not already aware. However, where a strategy discussion is required or police or social services need to be involved the case manager should not do so until those agencies have been consulted and agreed what information can be disclosed to parents or carers. Decisions regarding the sharing of information will be made in line with safeguarding requirements and the best interests of the child. Parents or carers will be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

25.12.3 Parents and carers will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in the section 141F of the Education Act 2002

25.12.4 The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education

25.12.5 Staff, parents, Board of Trustees and Advisory Group are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

26.0 Extended College and Off-site Arrangements

26.1 Where extended college/school activities are provided by and managed by the college/school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

26.2 When our students/pupils attend off-site activities, including day and residential visits and work-related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

26.3 Where we use Alternative Provision, we will obtain written confirmation that the provider has completed the appropriate safeguarding checks on all staff working at the establishment. We will complete health and safety checks on these providers, we will ensure that staff at the provision have suitable information about our student (s) including any additional risk of harm that they may be vulnerable to. We will have regular contact with the provider: attendance will be checked and progress of students monitored regularly (visits to provision approximately every 4 weeks or sooner if required) and visit records reviewed by the lead member of staff overseeing the student's provision.

27.0 Use of College/School premises for non-school/college activities

27.1 Where the Trust hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe. Where services or activities are provided by the Trust under the direct supervision or management of the school or college then Trust policies will be adhered to. However, where services or activities are provided separately by another body this will not be the case. Assurances should be sought that the provider has the correct policies and procedures in place. This applies regardless of whether or not the children who attend any of the services or activities are children on roll at the school or college.
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

28.0 Photography and Images

28.1 The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

28.2 To protect students/pupils, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Ensure students/pupils are appropriately dressed.
- Ensure that personal data is not shared except where necessary for safeguarding purposes and in accordance with data protection legislation and statutory safeguarding duties.
- Store images appropriately, securely and for no longer than necessary.
- Only use college/school equipment, i.e. not personal devices.
- Ensure permission is sought from students who are LAC with regards to photographs.
- Encourage students to tell us if they are worried about any photographs that are taken of them.

Wearable recording devices including "smart glasses"

28.3 Wearable recording devices such as "meta glasses" or "smart glasses" are strictly prohibited for use in schools/colleges by any person; this includes pupils, staff, visitors, parents/carers, contractors and volunteers.

28.4 All school/college signing in systems include the following statement:
"By entering the school, I agree not to photograph, record, livestream or capture images, video or audio of pupils, staff, visitors or others using any digital device, including mobile phones, smart watches, smart glasses, wearable cameras or similar technology. Unauthorised recording may compromise safeguarding, infringe individuals' privacy rights, compromise Trust information, and breach school policies or applicable laws."

29.0 Physical Intervention and Use of Reasonable Force

29.1 There are limited circumstances where it is appropriate for staff to use restrictive intervention, including the use of reasonable force, seclusion, and restraint, to safeguard pupils/students.

29.2 The following definitions apply:-

- ***Reasonable force:*** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- ***Restrictive intervention***: any action that prevents, restricts or subdues a pupil's movement (physical or non-physical).
- ***Seclusion****:* a non-disciplinary intervention involving confining a pupil and preventing them from leaving. Seclusion, here, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.
- ***Significant incident****:* any use of force beyond normal physical contact.
- ***Restraint***: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

29.3 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a student/pupil by the arm, to more extreme circumstances such as breaking up a fight or where a student 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 students or blocking a student's path, or active physical contact such as leading a student/pupil by the arm out of the classroom. For schools, please refer to the relevant Behaviour Policy.

29.4 Reasonable force can be used to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

29.5 The Trust prohibits:

- Use of force as punishment
- Any intervention that restricts breathing or circulation
- Any unsafe restraint techniques or prolonged restraint

29.6 <u>Use of Seclusion</u>

Seclusion must only be used:

- as a safety response, not a disciplinary sanction
- for the shortest possible time
- with continuous monitoring

29.7 The Trust recognises that restrictive interventions (including reasonable force and seclusion) may be used only where lawful, necessary and proportionate, and where no less restrictive alternative is available.

29.8 <u>Recording and Reporting of Restrictive Interventions, which includes the use of reasonable force and use of seclusion and non-force related restraint.</u>

The Trust will ensure that:

- Every significant incident involving use of force is recorded in writing and reported
- Recording is completed as soon as practicable and no later than the same day

- Records include all relevant details of the incident (Appendix G - Statutory Reporting Proforma for Use of Reasonable Force, and Appendix H - Statutory Reporting Proforma for Use of Seclusion and Non-Force Related Restraint)
- Where a restraint incident also constitutes a significant use of force, the reporting procedure for significant use of force, only, will be used
- Parents are informed in line with statutory requirements. The only exception to reporting this to parents is if it would result in serious harm to the pupil.
- Data on the use of restrictive interventions is analysed regularly by safeguarding leaders to identify patterns, reduce use, and improve practice.

29.9 The Trust will take all reasonable steps to minimise the need for restrictive interventions through:

- early support
- prevention and de-escalation strategies
- staff training
- behaviour support planning
- school and classroom environment

29.10 Pupils with SEND

We recognise that pupils with SEND may be disproportionately subject to the use of restrictive interventions. Particular consideration will be given to pupils with SEND, including:

- reasonable adjustments
- personalised behaviour support plans
- risk assessments

29.11 These duties are in accordance with:

- Section 93A Education and Inspections Act 2006
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- Human Rights Act 1998
- Equality Act 2010

30.0 First Aid and Managing Medical Conditions

30.1 Staff will be trained appropriately in first aid and follow safer working practice guidance of 'saying before touching'.

30.2 Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Relevant information will be shared with appropriate professionals and agencies where necessary to safeguard and promote the welfare of the child. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

31.0 Online Safety and AI

31.1 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk

1) Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny or misandry, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

2) Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

3) Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nude and semi-nude images and/or pornography, sharing other explicit images and online bullying.

4) Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel students/pupil or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org)

31.2 Our students/pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. Cyberbullying and sexting by students/pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

31.3 Chat rooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in college/school. Some students/pupils will undoubtedly be 'chatting' outside college/school and are informed of the risks of this through Tutorial/PSHE. Parents are encouraged to consider measures to keep their children safe when using social media.

31.4 Acceptable IT use for staff, students will be enforced and parents are also informed of expectations.

31.5 Students/pupils will be educated in online safety, and regularly reminded, as an ongoing part of our tutorial schedule.

31.6 If we use any external speaker to add to our curriculum we will ensure we follow the below advice and checklist:
https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

31.7 We will not respond to individual apps or challenges which may occur, so as not to give more attention to the publicity, but will simply reiterate our basic online safety messages as and when required.

Education for a Connected World
https://www.gov.uk/government/publications/education-for-a-connected-world

Safeguarding and remote education
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Online Safety for SEND
https://www.childnet.com/resources/star-send-toolkit/
https://www.thinkuknow.co.uk/professionals/resources/

Gaming Advice
https://www.nspcc.org.uk/keeping-children-safe/online-safety/

Professionals online safety helpline
https://saferinternet.org.uk/

We will ensure that we follow guidance from the DfE to self-assess against the filtering and monitoring standards. - Plan technology for your school – GOV.UK

The Trust will also use the Generative AI guidance that the department has published in order to support our schools and colleges - Generative AI: product safety expectations – GOV.UK

The following is applicable to our secondary settings:

31.8 Our schools have adopted the Parents and Teachers for Excellence (PTE) campaign to support mobile device free schools.

The principle to limit screen time during school hours means for Year 7-11 students, mobile devices are not to be used, seen, or heard at any point, anywhere on the school site. Mobile phones should be concealed and switched off before entering school gates. Students are not allowed to be use them during the school day.

It is essential that students adhere to this rule and ensure that they do not have phones, devices, including smart watches, on their person as they enter examination rooms. This is a JCQ examination rule and if breached, a student risks disqualification from the exam/series of exams.

If a student needs to contact their parent or carer in an emergency during the school day, they will be allowed to use a school phone.

Mobile phones and personally-owned mobile devices brought to school are the responsibility of the device owner. The Academy accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

If it is believed that a student has accessed inappropriate material (e.g. violence, hate incidents/crime, sexual content, extremist content) or that they have used personal data to access social media and send inappropriate messages, then action will be taken.

Students need to be aware that cyber bullying (includes inappropriate texts, messages via social media and live streaming) will not be tolerated as banter/having a laugh Students made aware that sending or sharing sexual images/ content will not be tolerated as these actions are illegal.

Students must not photograph, record images/voices of students or staff without permission at ANYTIME.

If a student breaches the policy then the phone or device will be confiscated and will be held in a secure place e.g. in the school office. Mobile phones and devices are usually released at the end of the school day. However, students may be sanctioned in line with the Behaviour Policy for defiance to staff and repeated failure to respect school rules.

If a student needs to contact their parents or carers, they will be allowed to use a school phone. Parents are advised not to contact their child via their mobile phone during the school day, but to contact the school reception.

Only applicable to Dinnington High School and Wingfield Academy

Mobiles need to be secured in Yondr pouch and shown at the school gates upon entry to school. Students who fail to produce a Yondr pouch will be required to hand their phone in to a member of staff for safe-keeping during the day. Students who do not show staff a device will be screened in line with the searching and confiscation policy.
Breaches of this rule, without expressed permission in exceptional circumstances, will be sanctioned in the line with the Behaviour Policy

31.9 NCLT provides an online safety curriculum for all year groups matched against a nationally agreed framework e.g. Education for a Connected Work Framework by UKCIS/DCMS and the SWGfL Project Evolve and regularly taught in a variety of contexts. NCLT ensures the following:-

- Lessons are matched to need; are age-related and build on prior learning
- Lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes
- Learner need and progress are addressed through effective planning and assessment
- Digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; SRE; Literacy etc
- it incorporates/makes use of relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week
- the programme will be accessible to learners at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- learners should be taught in all lessons to be critically aware of the materials/content they access online and be guided to validate the accuracy of information (including where the information is gained from Artificial Intelligence services)
- learners should be taught to acknowledge the source of information used and to respect copyright / intellectual property when using material accessed on the internet and particularly through the use of Artificial Intelligence services
- vulnerability is actively addressed as part of a personalised online safety curriculum e.g., for victims of abuse and SEND.

31.10 NCLT will educate staff and learners about safe and ethical use of AI, preparing them for a future. The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

<u>The Trust will ensure that:</u>

- The use of AI does not place pupils/students at risk of harm, exploitation or abuse.
- Safeguarding considerations are central to decisions about AI adoption and use. Concerns arising from online activity, AI-generated content, exploitation, grooming, harmful communications or technology-enabled abuse will be recorded and shared with relevant safeguarding leads and agencies where this is necessary to safeguard and promote a child's welfare.

The Trust recognises the following potential safeguarding risks:

<u>Harmful or Inappropriate Content Including but not limited to:</u>

- AI-generated sexual or exploitative imagery
- Deepfake images, audio or video
- Harmful advice or unsafe responses from AI chat tools
- Misinformation or extremist or harmful content

Technology-Enabled Abuse, Including:

- Bullying or harassment using AI-generated content
- Impersonation of staff or pupils/students
- Creation or distribution of manipulated images

Emotional and Welfare Risks Including:

- Pupils/students forming unsafe reliance on AI for emotional support
- AI providing inaccurate or harmful wellbeing advice
- Reduced human interaction where support is required

31.11 NCLT's Data Protection Policy sets out the Trust's approach on the use of AI under GDPR.

32.0 Taxis (Corporate Transport) for use of student transportation (secondary settings)

32.1 The arrangement for student/pupil transportation (Corporate Transport) is done so with prior agreement and knowledge of parents / carers and of relevant providers if applicable.

32.2 Regular reviews are conducted regarding specific arrangements.

32.3 Ensure corporate transport have relevant risk assessments and vetting procedures in place (see 20/11/15 Rotherham MBC Hackney Carriage and Private Hire Licensing Policy Implementation Scheme).

32.4 Regular liaison with Corporate Transport Lead Officers.

32.5 The LA to complete spot checks on corporate transport provision whilst on Academy site.

32.6 Students/pupil to exit via Main Reception, accompanied by an associated member of staff.

32.7 Students/pupil escorted individually to each taxi and relevant information recorded daily.

32.8 Taxis will go to the designated area in each school as agreed with Passenger Service Teams.

32.9 Queries about transportation are reported to relevant staff, including Corporate Transport and parents/carers when necessary.

32.10 For students/pupils in Public Care (CIPC / LAC,) regular contact and communication with Social Care is swift, timely and vigilant.

32.11 On going information is logged appropriately and disseminated to DSL and other relevant staff (CPOMS – Child Protection On Line Monitoring System) on a need-to-know basis and in accordance with safeguarding information-sharing requirements.

33.0 Child Protection Procedures

33.1 Categories and Definitions

33.1.1 To ensure that our students/pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation.

33.1.2 Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

33.1.3 Abuse may be committed by adult men or women and by other children and young people. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse

33.1.4 There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

33.2 Physical abuse

33.2.1 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

33.3 Emotional abuse

33.3.1 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

33.4 Sexual abuse

33.4.1 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 penetration with an object) 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.

33.5 Neglect

33.5.1 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.

33.5.2 Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers) or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children (HM Government, 2018).

34.0 Indicators of Abuse

34.1 Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

34.2 However, children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

34.3 A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about, drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

34.4 Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

34.5 It is very important that staff report and record their concerns – they do not need 'absolute proof' that the child is at risk. Relevant safeguarding information should be shared promptly with the DSL and, where appropriate, partner agencies in accordance with statutory safeguarding responsibilities.

35.0 Impact of Abuse

35.1 The impact of child abuse should not be underestimated. 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, including where they see, hear or experience its effects. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

36.0 Taking Action

36.1 It is the responsibility of staff to report and record their concerns as soon as possible.

36.2 We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with the DSL if in any doubt.

36.3 It is not their responsibility to investigate or decide whether a child has been abused.

36.4 Any child, in any family in any college/school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

36.5 Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999
- REPORT your concern to the DSL as soon as possible and certainly by the end of the day
- Ensure all notes are recorded on Cedar/CPOMS using the appropriate safeguarding thread type
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family
- Seek support for yourself if you are distressed.

36.6 If you are concerned about a student's welfare:

36.6.1 There will be occasions when staff may suspect that a student/pupil may be at risk, but have no 'real' evidence. The student's/pupils behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the student if they are OK or if they can help in any way.

36.6.2 Staff should record these early concerns. If the student/pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student/pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

36.7 If a student/pupil discloses to you:

36.7.1 It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react

to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggest a child has been harmed or a child's own behaviour might indicate that something is wrong. As per part one of KCSIE if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

36.7.2 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

36.7.3 If a student/pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student/pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student/pupil this is a matter for professional judgement. If they jump in immediately the student/pupil may think that they do not want to listen, if left until the very end of the conversation, the student/pupil may feel that they have been misled into revealing more than they would have otherwise.

36.7.4 During their conversations with the student/pupil it is best practice for staff to:

- allow students/pupils to speak freely
- remain calm and not overreact – the student/pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort –'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences, and allow space and time for the student to continue; staff will Recognise the barriers the student may have had to overcome to disclose
- clarify or repeat it back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as, whether it happens to siblings too, or what does the student's mother think about it
- use questions such as "Tell me…..?" "Is there anything else?"
- at an appropriate time, tell the student that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- remember professional boundaries and not share personal experiences such as 'that happened to me'
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- staff should be aware of how to carefully handle reports that include an online element and be aware of the following guidance – https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people The key consideration is for staff not to view or forward illegal images of a child.
- tell the student/pupil what will happen next. The student/pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them
- type up their conversation as soon as possible on Cedar/CPOMS using the appropriate safeguarding thread type
- seek support if they feel distressed.

37.0 Records and Monitoring

37.1 Why recording is important

37.1.1 Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. Staff should understand that effective recording supports timely and appropriate information sharing to safeguard and promote the welfare of children.

37.2 Recording

37.2.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

37.2.2 Information should be kept confidential and stored securely.

37.2.3 It is good practice to keep concerns and referrals in a separate child protection file for each child.

37.2.4 Records should include:

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

37.2.5 Any concerns about a child will be recorded ASAP on Cedar/CPOMS and definitely within 24 hours. At no time will a staff take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance.

37.2.6 It may be appropriate for the DSL to open a secure safeguarding file on Cedar/CPOMS and start a chronology page. This will help in building patterns and decision making.

37.2.7 We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

37.3 The Safeguarding File

37.3.1 The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

37.3.2 It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved or with parental health issues etc. We will therefore use professional judgement when making this decision and will have clear links and discussions between pastoral staff and DSL's.

37.3.3 This information will be stored on Cedar/CPOMS and will be held securely only to be accessed by appropriately trained people.

37.3.4 The college/school will keep electronic records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.

37.3.5 All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring.

37.3.6 In cases where there is multi agency involvement – meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.

37.3.7 Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

37.3.8 Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements.

37.3.9 The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

37.3.10 If the child moves to another college/school, the file will be securely sent or taken, to the DSL at the new establishment/school and a written receipt will be obtained. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

37.3.11 The designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual student so the receiving setting is fully prepared to safeguard the student from their first day. This should include direct communication with the receiving settings DSL, to ensure relevant information regarding risk, involvement and support needs are understood. Transferring relevant supplementary documents such as behaviour risk assessments, mental health support plans, or other wellbeing or pastoral records should be considered.

37.3.12 All information is transferred using secure methods, with access limited to authorised staff only. The DSL must document what information has been shared with whom and when.

A confirmation receipt either through CPOMS or an email should be recorded on the student's CPOMS chronology to maintains a clear record of what was shared, when, and by what method, ensuring continuity of care and robust safeguarding oversight.

37.3.13 When it is decided that a student will be a guest at another school/college through an off-site direction or a managed move, the Headteacher/Principal and DSL should make an informed decision on which information is relevant to share. This decision-making process should be documented with the students CPOMS chronology.

37.3.14 Monitoring of Restrictive Interventions

The Trust will monitor and analyse data on the use of restrictive interventions (including reasonable force and seclusion) to identify patterns, reduce use, and improve practice. This will include regular review by safeguarding leaders and reporting to senior leadership and governance where appropriate.

38.0 Referral to Social Care Direct

38.1 The DSL will make a referral to Social Care Direct if it is believed that a student/pupil is suffering or is at risk of suffering significant harm. This is best done in Wakefield/Doncaster/ Bradford/Rotherham/Sheffield/North Notts/Derbyshire with reference to the Continuum of Need and using the Signs of Safety approach. If there is already a social worker assigned to this case – for safeguarding reasons, the social worker should be contacted.

38.2 The student/pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student/pupil. Transparency with families should not be confused with consent. Consent is not required where information is being shared for safeguarding or promoting the welfare of a child.

38.3 If the situation does not appear to be improving the college/school will press for reconsideration and if necessary, follow the local authority professional disagreement procedure.

38.4 Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

39.0 Confidentiality and Sharing Information

39.1 Staff will only discuss concerns with the Designated Safeguarding Lead, Principal/Headteacher or board of trustees/advisory group (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

39.2 We will normally seek to discuss any concerns about a student/pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure. Consent is not required where information is being shared for safeguarding or promoting the welfare of a child and concerns about consent must not delay appropriate safeguarding action.

39.3 However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

39.4 Information Sharing Duty and Information Sharing Principles

The Trust will comply with the Information Sharing Duty under section 16LA of the Children Act 2004.

Staff should be aware that:

- relevant safeguarding and welfare information should be shared where it may assist another practitioner or organisation to safeguard or promote the welfare of a child;
- information sharing is not dependent upon a child meeting statutory child protection thresholds;
- consent is not required where information is being shared under safeguarding duties;
- concerns regarding confidentiality, data protection or the common law duty of confidence should not prevent lawful safeguarding information sharing;
- information sharing must remain necessary, proportionate, relevant, accurate, timely and secure;
- decisions to share or not share information should be appropriately recorded

39.5 Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. The Trust recognises its responsibilities under the Information Sharing Duty and expects staff to share relevant safeguarding and welfare information without unnecessary delay where doing so may assist in safeguarding or promoting the welfare of a child.

39.6 The General Data Protection Regulation does not prevent college staff from sharing information with relevant agencies, where that information may help to protect a child or promote their welfare. Staff should understand that safeguarding concerns can provide an appropriate legal basis for information sharing and that data protection legislation is not a barrier to lawful safeguarding practice. Ideally information sharing will be done in writing so that there is an evidence trail. However, there may be occasions where this method is too slow. In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the college/school requesting information, reception staff will take a message and inform the DSL immediately and the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

39.7 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student/pupil or parent to see child protection records, they will refer the request to the Principal/Headteacher.

39.8 School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Information should be shared at the earliest appropriate opportunity and should not be delayed while awaiting further evidence if a child's welfare may be affected.

39.9 The Board of Trustees and Advisory Groups should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold). This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to 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 but if it is not possible to gain consent, or if to gain consent would place a child at risk, it cannot be reasonably expected that a practitioner gains consent.
- The Board of Trustees and Advisory Groups will seek assurance that information-sharing arrangements across the Trust are effective, support early intervention and comply with statutory information-sharing requirements.

  Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.

40.0 <u>Special Circumstances</u>

40.1 <u>Looked after Children</u>

40.1.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated lead for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

40.2 Supporting Students in school with medical conditions

40.2.1 Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting students/pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained and responsibilities will be carried on in accordance with government guidance Sept 2014.

40.3 Work Experience

40.3.1 The Trust and its colleges/school have detailed procedures to safeguard students/pupils undertaking work experience, including arrangements for checking people who provide placements and supervise students/pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education.

40.4 Children staying with host families

40.4.1 The Trust and its colleges/school may make arrangements for students/pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the Trust follows the guidance in Keeping Children Safe in Education, Annex B to ensure that hosting arrangements are as safe as possible.

40.4.2 Some overseas students/pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

41 Children with family members in prison

42 Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We recognise that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders (https://www.nicco.org.uk/) and local agencies.

Appendix A – Local Contact Details – Pontefract

Wakefield and District Safeguarding Children Partnership
https://www.wakefieldscp.org.uk/

Social Care Direct
Phone; 0345 8503 503 Minicom: 01924 303450 (type talk welcome)
Email: social_care_direct@wakefield.gov.uk

Local Early Help – Pontefract
Phone;01977 722451

Designated Officer (LADO)
Jim Stewart 01977 727032 lado.referrals@wakefield.gcsx.gov.uk

Prevent Engagement and Faith Officer
gary.blezard@westyorkshire.pnn.police.uk
Mobile:07789753634

CSE Procedures and Information
https://hub.wakefieldscp.org.uk/welcome-page/ce-practitioners/child-sexual-exploitation/#:~:text=If%20a%20child%20is%20in,CSE%20you%20can%20call%20101.&text=Members%20of%20the%20public%20should,700%20or%20report%20it%20online%20.&text=Call%20the%20Modern%20Slavery%20Helpline%200800%20012,fill%20in%20their%20online%20form%20.

CSE Definition and Guidance for Practitioners

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

CSE Police Team
da.cse@westyorkshire.pnn.police.uk
01924 878397

Child Missing Education Officers
Francesca Hunter fhunter@wakefield.gov.uk 01924 307449
George Sykes gsykes@wakefield.gov.uk 01924 3037395

Virtual Head for CIC/LAC
thereachteam@wakefield.gov.uk 01924 307391

Safeguarding Advisor for Education
Vicki Maybin: vmaybin@wakefield.gov.uk 07788743527

Continuum of Need document;
https://www.wakefieldscp.org.uk/resources/continuum-of-need-one-minute-guide-2/

Signs of Safety webpage;
https://www.wakefield.gov.uk/children-and-families/safeguarding/do-you-know-the-signs/

Appendix B – Local Contact Details – Doncaster

Doncaster Safeguarding Children Partnership
https://dscp.org.uk/

Social Care Direct
Phone 01302 734100 Out of Hours 01302 796000
Email: childrenassessmentservice@doncaster.gcsx.gov.uk

Early Help
Phone: 01302 735301

Designated Officer (LADO)
Jim Foy
Phone : 01302 737748

CSE Information
https://dscp.org.uk/children-young-people/sexual-exploitation

CSE Team
School Nursing – Jayne Pezzulo
Phone: 07785724345
Police – Cath Coulter
Phone: 101 or 01302 385654

Child Missing Education Officers
Phone: 01302 736504
Email: welfare.service@doncaster.gov.uk

Virtual Head CIC/LAC
Christine Hargreaves
Phone: 01302 737880

Safeguarding information for Professionals
https://dscp.org.uk/professionals

Signs of Safety Workbook
http://www.dscb.co.uk/signs-of-safety-roadshows

Private Fostering Coordinator
Florence-Jurua Jospeh
Phone: 01302 737789/07881 832134
florence-jurua.joseph@dcstrust.co.uk

Appendix C – Local Contact Details – Bradford

Bradford Safeguarding Children Partnership

https://saferbradford.co.uk/

Social Care Direct

01274 435600 Out of Hours 01274 431010

childrens.enquiries@bradford.gcsx.gov.uk

Early Help

Phone 01274 435600

Designated Officer (LADO)

Susan Hinchliffe

Phone: 01274 432084

CSE Information

https://fyi.bradford.gov.uk/information-advice/staying-safe/child-exploitation/

Phone: 01274 435049

Email: bfd.maacse@westyorkshire.pnn.police.uk

Children Missing Education

Phone: 01274 435600

Email: mest@bradford.gov.uk

Virtual Head CIC/LAC

Rachel Curtis

Phone: 01274 435600

Private Fostering

Phone: 01274 435600

https://www.bradfordcft.org.uk/children-in-our-care/private-fostering/

Signs of Safety

https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Safeguarding Information for Professionals

Appendix D – Local Contact Details – Rotherham

Rotherham Safeguarding Children Partnership

https://www.rscb.org.uk/

Social Care

Multi-Agency Safeguarding Hub (MASH) 01709 336080

Early Help

01709 334905

Children Missing from Education/CSE Team

01709 823925

Virtual Head CIC/LAC

Pete Douglas (Secondary Phase) 01709 334610

Private Fostering

01709 382121

Safeguarding Information for Professionals

https://www.rscp.org.uk/

Rotherham Safeguarding Children's Unit (LADO/Duty Advice)

01709 823914

Appendix E – Additional Advice and support

Abuse

https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/ - Centre of Expertise on Child Sexual Abuse – free evidence based practice resources to help professionals.

https://www.gov.uk/guidance/domestic-abuse-how-to-get-help - Home Office

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief - DfE advice

https://www.gov.uk/government/collections/disrespect-nobody-campaign Home Office Website

https://www.gov.uk/government/publications/tackling-child-sexual-abuse-strategy - Home Office policy paper

Bullying

DfE advice – Stop Abuse Together

https://www.communications.gov.uk/blog/working-together-to-stop-child-sexual-abuse/#:~:text=the%20GCS%20website.-,Working%20together%20to%20stop%20child%20sexual%20abuse,campaign%20would%20have%204%20strands

Children missing from education, home or care

https://www.gov.uk/government/publications/children-missing-education - DfE statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117793/missing-persons-strategy.pdf - Home Office strategy

Children with family members in prison

https://www.nicco.org.uk/ Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance - DfE and Home Office guidance

https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children - DfE statutory guidance

https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims - HO guidance

https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit - HO statutory guidance

https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Confidentiality

https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines - Guidelines to help with balancing children's rights along with safeguarding responsibilities

Drugs

https://www.talktofrank.com - Talk to Frank website

https://pshe-association.org.uk/drugeducation - PSHE Association

(so called) "Honour Based Abuse" including FGM and forced marriage

https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack - HO guidance

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation - DfE, Department for Health and Home Office

https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible - DfE

https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack - HM Government Guidance

Health and Wellbeing

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 - DfE advice

https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/signs/ - NHS advice

Homelessness

https://assets.publishing.service.gov.uk/media/65ddabd1cf7eb10015f57f6f/Current_Homelessness_Code_of_Guidance_7_June_2024.pdf Department for Levelling Up, Housing and Communities guidance

https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/data-sharing-myths-busted/ - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety- advice

https://www.childnet.com/ - Provides guidance for schools on cyber bullying

https://educateagainsthate.com/ Provides practical advice and support on protecting children from extremism and radicalisation

https://learning.nspcc.org.uk/online-safety/online-safety-for-schools – Provides advice, templates, and tools on all aspects of a school or colleges online safety arrangements

https://saferrecruitmentconsortium.org/ - “guidance for safer working practice”, which may help ensure staff behaviour policies are robust and effective

https://www.gov.uk/government/publications/searching-screening-and-confiscation - is departmental advice for schools and colleges on searching children and confiscating items such as mobile phones

https://swgfl.org.uk/ - Provides advice on all aspects of a school or colleges online safety arrangements.

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

https://assets.publishing.service.gov.uk/media/633e965fe90e0709d835c519/UKCIS_Online_Safety_Audit_for_ECTs_and_ITTs_final_2022.pdf– from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

https://saferinternet.org.uk/ - Provides tips, advice, guidance and other resources to help keep children safe online

Online Safety – Support for Children

https://www.childline.org.uk/ - Free and confidential advice

https://www.ceop.police.uk/Safety-Centre/ Advice on making a report about online abuse

Online Safety – parental Support

https://www.commonsensemedia.org/ - Provides independent reviews, age ratings and other information about all types of media for children and their parents

https://www.internetmatters.org/?gclid=EAIaIQobChMIo8Pr0ZDB-QIVT-rtCh0tmQjIEAAYASAAEgJK2fD_BwE – Provides age specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

https://www.mariecollinsfoundation.org.uk/Portals/0/adam/Document%20Manager/78AdWdZ_rE2fDNcFD6EVzw/Doc_Link/NWG-MCF-Parents-Leaflet%20(2).pdf - Marie Collins Foundation – Sexual abuse online

https://www.lgfl.net/ Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.

https://www.stopitnow.org – Resource from The Lucy Faithfull Foundation can be used by parents or carers who are concerned about someone’s behaviour, including children who may be displaying concerning sexual behaviour

https://www.ceop.police.uk/Safety-Centre/ - Provides support for parents and carers to keep their children safe online

https://www.nspcc.org.uk/keeping-children-safe/online-safety/ - Support from NSPCC

https://parentzone.org.uk/ - Provides help for parents and carers on how to keep their children safe online

https://www.internetmatters.org/resources/young-peoples-advice-on-talking-to-your-child-about-online-sexual-harassment/ - This is the Children's Commissioners parents guide on talking to your children about online sexual harassment

https://www.ceopeducation.co.uk/parents/ask-the-awkward/ - Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

Private Fostering

https://www.gov.uk/government/publications/children-act-1989-private-fostering - DfE statutory guidance

Radicalisation

https://www.gov.uk/government/publications/prevent-duty-guidance - Home Office guidance

https://educateagainsthate.com/ - DfE and Home Office advice

https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/ - Education and Training Foundation

https://counterextremism.lgfl.org.uk/ - Resources by London Grid for Learning

Serious Violence

https://www.gov.uk/government/publications/serious-violence-strategy - Home Office Strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819840/analysis-of-indicators-of-serious-violence-horr110.pdf - Home Office

https://youthendowmentfund.org.uk/

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf - Home Office strategy

https://www.gov.uk/government/publications/tackling-violence-against-women-and-girls-strategy - Home Office Strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1064571/National_Statement_of_Expectations_2022_Final.pdf Home Office guidance

Sexual violence and sexual harassment

Specialist organisations

https://www.barnardos.org.uk/who-we-are - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services

https://www.lucyfaithfull.org.uk/ Uk wide child proception charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential stop it now helpline

https://www.mariecollinsfoundation.org.uk/ Charity that amongst other things woks directly with children, young people and their families to enable recovery following sexual abuse .

https://www.nspcc.org.uk/ Children charity specialising in child proception with statutory powers enabling them to take action and safeguard children at risk of abuse

https://rapecrisis.org.uk/ - National charity and the umbrella body for their network of independent member Rape Crisis Centres

https://saferinternet.org.uk - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

https://rapecrisis.org.uk/ - National charity and the umbrella body for their network of independent member Rape Crisis Centres

https://www.nice.org.uk/guidance - Contains information on, amongst other things: developing interventions: working with families and carers; and multi agency working

https://www.lucyfaithfull.org.uk/wp-content/uploads/2024/12/Stop_It_Now_harmful_sexual_behaviour_prevention_toolkit_Oct_2020.pdf - Designed for parents, carers and professionals

https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour - Free and independent advice about HSB

https://www.contextualsafeguarding.org.uk/ - Provides self assessment toolkit

https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/ - Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe

https://shorespace.org.uk/ - Shore Space is an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour

Resources for education settings | CSA Centre – Centre of Expertise on Child Sexual has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours

Preventing Child Sexual Exploitation | The Children's Society

Support for Victims

https://anti-bullyingalliance.org.uk/ - Detailed information for anyone being bullied, along with advice for parents, carers and schools

https://rapecrisis.org.uk/ - National charity and the umbrella body for their network of independent member Rape Crisis Centres

https://www.thesurvivorstrust.org/ - UK wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse

https://www.victimsupport.org.uk/ - Supporting children and young people who have been affected by crime. Also provides support to parents, carers and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was

Toolkits

https://www.nspcc.org.uk Online Self assessments tool to ensure organisations are doing everything they can to safeguard children

https://www.childnet.com/resources/star-send-toolkit/ Equips, enables and empowers educators with the knowledge to support young people with special educational needs

https://www.childnet.com/resources/just-a-joke/ Provides lesson plans and activities

https://www.childnet.com/resources/step-up-speak-up/ A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17

https://learning.nspcc.org.uk/research-resources/harmful-sexual-behaviour-hsb-framework-audit - An evidence-informed framework for children and young people displaying HSB

Sharing nudes and semi nudes

https://www.lgfl.net/online-safety/resource-centre - Various information and resources dealing with the sharing of nudes and semi-nudes

Support for parents

https://www.ceopeducation.co.uk/ - Provides information, guidance and resources for support for parents and carers, helping them to protect their child(ren) from online sexual abuse

Appendix F – Prevent Duty Risk Assessment/Action Plan

No.	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When	RAG
1	LEADERSHIP Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? • Board of Trustees • SLT • Staff • Student Executive • Safeguarding team					
2	Partnership 1) Is there active engagement from the institution's Board of Trustees, SLT, managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?					
3	Staff Training Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the institution 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism					

	3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response					
4	<u>Welfare, pastoral and Chaplaincy support</u> 1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution? 2) Does the institution have chaplaincy provision or is this support signposted locally or brought in? 3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies? 4) Does the chaplaincy support reflect the student demographic and need?					
5	<u>Speakers and Events</u> 1) Is there an effective policy/framework for managing speaker requests? 2) Is it well communicated to staff/students and complied with? 3) Is there a policy/framework for managing on campus events i.e. charity events? 4) Are off campus events which are supported, endorsed, funded or organised through the institution (including Students' Union) subject to policy/framework?					
6	<u>Safety Online</u> 1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?					

	3) Does this also include the use of using their own devices via Wi-Fi? 4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?					
7	<u>Prayer and Faith Facilities</u> 1) Does the institution have prayer facilities? 2) Are they good governance and management procedures in place in respect of activities and space in these facilities?					
8	<u>Campus Security</u> 1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID on campus? Is it enforced? 3) Are dangerous substances kept and stored on site? 4) Is there a policy in place to manage the storage, transport, handling and audit of such substances? 5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material? 6) Does the institution intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?					
9	<u>Safeguarding</u> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?					

	2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?					
10	<u>Communications</u> 1) Is the institution Prevent Lead and their role widely known across the institution? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area? 3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?					
11	<u>Incident Management</u> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the institution have effective arrangements in place to identify and respond to tensions on or					

	off campus which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?					
12	<u>Staff and Volunteers</u> 1) Does awareness training extend to sub-contracted staff and volunteers? 2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?					
13	<u>Freedom of Expression</u> 1) Does the institution have a Freedom of Speech/Expression policy? 2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism? 3) Is the need to protect vulnerable individuals covered within this policy?					

Further support and guidance to help you meet these requirements can be found in the second tab of this spreadsheet 'Further_support_links' found at the bottom of the page		
Requirement 1 – Leadership and Management	Score 1 to 4	Evidence & actions arising from assessment
School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.		
The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.		

Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.		
The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.		
Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.		
Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.		

Requirement 2 – Risk Assessment	Score 1 to 4	Evidence & actions arising from assessment
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.		
There is a clear escalation policy about the appropriate time to call the police.		
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).		
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.		

Requirement 3 – Working in Partnership	Score 1 to 4	Evidence & actions arising from assessment
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.		
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.		

The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.		
Requirement 4 – Training	Score 1 to 4	Evidence & actions arising from assessment
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.		

The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.		
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.		
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.		
Requirement 5 – Online Safety	Score 1 to 4	Evidence & actions arising from assessment

Leadership Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).		
Staff All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.		
Filtering and monitoring The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.		

Policy and procedure The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.		
Parental engagement The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.		
Curriculum and learning (1/2) Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.		

Curriculum and learning (2/2) Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.		
Requirement 6 – Safeguarding School Premises	Score 1 to 4	Evidence & actions arising from assessment
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.		
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.		

Requirement 7 – Building children's resilience to radicalisation	Score 1 to 4	Evidence & actions arising from assessment
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.		
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.		

As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.		
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.		

Appendix G - Recording and reporting use of force

Every significant incident in which a member of staff uses force on a pupil should be recorded in writing and reported, using this form, no later than the same day.

Name of pupil	
Staff directly involved	
Identified needs or circumstances of the pupil including information on SEN or disability	
SEN status code	
Date	
Time	
Location	
Duration of intervention	
Brief account of the incident, to include the following: What led up to the incident? Identified or potential triggers? Were any de-escalation strategies used? What reasonable force was applied? What degree of force was applied? Were any physical injuries sustained? Why was use of force assessed as necessary?	
Post incident support to include the following: Any medical treatment received Support for emotional wellbeing	
Date written report issued to parent	

Reporting use of reasonable force to parents
Every significant incident in which a member of staff uses force on a pupil should be reported to parents, no later than the same day. The only exception to reporting this to parents or carers is if it would result in serious harm to the pupil.

Name of pupil	
Date	
Time	
Location	
Approximate duration of intervention	
What type of force was applied, and the degree of force	
Why was the intervention accessed as necessary in this instance	
Details of any physical injuries sustained, if applicable	

Appendix H - Recording and reporting the use of seclusion and non-force related restraint

Every incident in which a member of staff uses seclusion or non-force related restraint should be recorded in writing and reported, using this form, no later than the same day.

Name of pupil	
Staff directly involved	
Identified needs or circumstances of the pupil including information on SEN or disability	
SEN status code	
Date	
Time	
Location	
Duration of intervention	
Brief account of why the intervention was assessed as necessary in that instance What led up to the incident? Identified or potential triggers? Were any de-escalation strategies used? What restrictive intervention was applied (seclusion and/or non-force related restraint) Were any physical injuries sustained? Why was the restrictive intervention assessed as necessary?	
Post incident support to include the following: Any medical treatment received Support for emotional wellbeing Any other adverse impacts	
Date written report issued to parent	

Reporting use of seclusion and non-force related restraint

Every significant incident in which a member of staff uses seclusion or non-force related restraint on a pupil should be reported to parents, no later than the same day. The only exception to reporting this to parents or carers is if it would result in serious harm to the pupil.

Name of pupil	
Date	
Time	
Location	
Approximate duration of intervention	
Type of restrictive intervention was used (seclusion and/or non-force related restraint)	
Why was the intervention accessed as necessary in this instance?	
Details of any physical injuries sustained, if applicable	

Equality Impact Assessment (EIA)

Name of the policy: - Safeguarding and Child Protection Policy

Date of Review: - September 2026

This **EIA** is completed to assess the impact of a policy, procedure or practice on people with protected characteristics and to demonstrate that the Trust has considered the aims of the Public Sector Equality Duty (PSED).

Could the policy have a differential impact on stakeholders with protected characteristics?
The **Protected Characteristics** are:

- Sex
- Race
- Religion or Belief
- Sexual Orientation
- Pregnancy and Maternity
- Age
- Disability
- Marriage and Civil Partnership
- Gender Reassignment; or
- Other potentially vulnerable groups.

Protected Characteristic	**Impact** (P = Positive, N = Negative)	**Reason**
Sex	P	Policy applies equally to all pupils and staff. Explicit protection from sexual harassment, abuse and sexism. Zero tolerance approach.
Race	P	Contains protections against racist abuse, hate incidents, discrimination and barriers affecting pupils from different ethnic backgrounds.
Religion or Belief	P	Promotes respect and tolerance. Addresses faith-based abuse, forced marriage and extremism while protecting lawful religious belief.
Sexual Orientation	P	Recognises LGBTQ+ pupils may be particularly vulnerable and requires additional support and protection from bullying and harassment.
Pregnancy and Maternity	P	Identifies pregnant pupils and young parents as potentially vulnerable and eligible for safeguarding and early help support.
Age	P	Designed specifically to safeguard children and young people at all educational stages.
Disability	P	Strong positive impact. SEND pupils recognised as higher risk; reasonable adjustments, communication support and additional safeguarding measures are included.
Marriage and Civil Partnership	N/A	No differential impact identified.
Gender Reassignment	P	Policy requires respectful treatment, addresses bullying and discrimination, and includes a structured process for supporting gender-questioning children.
Other vulnerable groups	P	Extensive protections for looked after children, young carers, children with social workers, EAL learners, asylum seekers and other vulnerable groups.