



PIONEER ACADEMIES COMMUNITY TRUST

Child Protection and Safeguarding Policy

September 2025

Review/Approve	By Whom	Date	Review Date
Approved	PACT	03.10.2023	Autumn 2024
Reviewed	PACT	15.07.2024	Autumn 2025
Reviewed	PACT	05.09.2025	Autumn 2026

1 Our strong safeguarding culture

1.1 Why it is important

- 1.1.1 Safeguarding is everyone's responsibility and it is the duty of the trust and each academy to safeguard and promote the welfare of children. This is our core safeguarding principle.
- 1.1.2 In adhering to this principle, we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.
- 1.1.3 One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.
- 1.1.4 This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

1.2 What it means for our pupils

- 1.2.1 We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child.
- 1.2.2 All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.
- 1.2.3 Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.
- 1.2.4 Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.
- 1.2.5 All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

2 Safeguarding legislation and guidance

2.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

- Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Academy trust governance guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to [The Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The [Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- The [Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes the duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as: sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the '2018 Childcare Disqualification Regulations') and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

3 Roles and responsibilities

The Designated Safeguarding Lead (DSL) is:

Mrs Rachel Teidmann

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The deputy DSL(s) is/are:

Miss Katy Havert

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Mrs Paula Kilgariff

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The safeguarding governor/trustee is:

Mrs Lauren England

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Tel: 01226 722416

The headteacher is:

Mrs Rachel Teidemann

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3.1 The Designated Safeguarding Lead (DSL):

3.1.1 The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff

- adopting responsibility for understanding the filtering and monitoring systems and processes in place and making sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training
- working with the local governing body to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances.
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school

3.2 The deputy Designated Safeguarding Lead(s):

3.2.1 Our Deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL.

3.3 The safeguarding governor

3.3.1 The role of the safeguarding governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2025
- supporting and challenging the DSL on the standards of safeguarding at the school
- confirming that consistent and compliant safeguarding practice takes place across the school
- reporting to the board of trustees about the standard of safeguarding in the school

3.3.2 The DSL and the safeguarding governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

4 Children who may be particularly vulnerable

4.1 Some children are at greater risk of abuse, both online and offline. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality

- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- live in chaotic or unsupportive home situations
- live transient lifestyles or live away from home or in temporary accommodation
- are affected by parental substance abuse, domestic violence or parental mental health needs
- do not have English as a first language

5 Children with special educational needs and disabilities

5.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.2 Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

6 Children absent from education

6.1 Children being absent from education, particularly repeatedly, or for prolonged periods can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks and understand that early intervention is essential to prevent the risks of a child going missing in future.

6.2 We closely monitor attendance, absence and exclusions and our DSL will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

7 Mental health

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

7.2 All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

7.3 Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

8 Children who are lesbian, gay, bi or gender questioning (LGBT)

8.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be

targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

- 8.2 Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

9 Child-on-child abuse

- 9.1 Child-on-child abuse - children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

- 9.2 All staff should be clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.

- 9.3 Child-on-child abuse can take many forms, including:

- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
- **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **initiation/hazing** - used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

- 9.4 Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

- 9.5 All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

9.6 Minimising risk

- 9.6.1 We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

9.7 Investigating allegations

- 9.7.1 All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:
- **Gather information** - children and staff will be spoken with immediately to gather relevant information.
 - **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.
 - **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
 - **Recorded** - all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.
- 9.7.2 Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2025.
- 9.7.3 Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, the school has the following system in place for children to confidently report abuse: these include Worry Stop boxes, key workers for daily check ins with vulnerable pupils, safeguarding lessons as part of PHSCE and online safety, external partners e.g. Girls on Board.
- 9.7.4 Supporting those involved our staff reassure all victims 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. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.
- 9.7.5 Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.
- 9.7.6 The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.
- 9.7.7 Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

10 Serious violence

- 10.1 All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.
- 10.2 All staff are made be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

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

- 11.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:
- 11.1.1 Age
 - 11.1.2 Gender
 - 11.1.3 Sexual identity
 - 11.1.4 Cognitive ability
 - 11.1.5 Physical strength
 - 11.1.6 Status
 - 11.1.7 Access to economic or other resources
- 11.2 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.
- 11.3 Child Criminal Exploitation (CCE)**
- 11.3.1 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
 - 11.3.2 Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.
 - 11.3.3 Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

11.3.4 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

11.4 CCE Indicators

11.4.1 CCE indicators can include children who:

- (a) appear with unexplained gifts or new possessions
- (b) associate with other young people involved in exploitation
- (c) suffer from changes in emotional well-being
- (d) misuse drugs or alcohol
- (e) go missing for periods of time or regular return home late
- (f) regularly miss school or education or do not take part in education

11.5 Child Sexual Exploitation (CSE)

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

11.5.2 CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

11.5.3 CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

11.5.4 Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

11.6 CSE Indicators

11.6.1 The above indicators can also be indicators of CSE, as can children who:

- (a) have older boyfriends
- (b) suffer sexually transmitted infections or become pregnant

11.7 We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

11.8 Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

11.9 All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

12 County Lines

12.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

12.2 County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 10.1 of this policy.

12.3 Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 10.3 of this policy, with the main indicator being missing episodes from home and/or school.

12.4 Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing from school or home and are subsequently found in areas away from their own
- have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

12.5 All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

13 Sharing nudes and semi-nudes

13.1 Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

13.2 The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

13.3 The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people

who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

13.4 All incidents involving nude or semi-nude images will be managed as follows:

- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.

13.5 The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in March 2024 - [UKCIS advice 2024](#). The school will have regard to this advice when managing these issues.

14 Online safety

14.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems are reviewed regularly to ensure their effectiveness.

14.2 We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.

14.3 We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

14.4 Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit children for sexual, criminal, financial or other purposes.

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

- 14.5 All staff are aware of these risk areas and should report any concerns to the DSL.
- 14.6 Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of ‘deepfakes’, where AI is used to create images, audio or video hoaxes that look real.
- 14.7 We will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti bullying, behaviour and online safety policies.
- 14.8 Staff will ensure they are aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education 2025.

15 Domestic abuse

- 15.1 The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.
- 15.2 Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.
- 15.3 Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.
- 15.4 Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 15.5 Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.
- 15.6 All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

- 15.7 Our school is part of Operation Encompass. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse.
- 15.8 Operation Encompass is in place in every police force in England and Wales, the Isle of Man, Jersey, Guernsey, Scotland, Northern Ireland and Gibraltar.
- 15.9 Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act. There is a legislative requirement for police forces to share information with educational settings through Operation Encompass. Through Operation Encompass the police will share information with our school ALL police attended domestic abuse incidents which involve any of our children who are related to either of the adults involved in the incident. This sharing of information will occur PRIOR to the start of the next school day. The notification will inform us about the context of the incident and will include the Voice of the Child.
- 15.10 Once a Key Adult (DSL) and their deputy/ies (DDSLs) have completed the free National Online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other staff. All staff are encouraged undertake the online training.

16 Honour-Based abuse

- 16.1 So-called ‘honour-based’ abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.
- 16.2 Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.
- 16.3 If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

16.4 Female Genital Mutilation

- 16.4.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.
- 16.4.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

16.5 Forced Marriage

- 16.5.1 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

- 16.5.2 Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.
- 16.5.3 Forced marriage is not the same as arranged marriage, which is common in many cultures.
- 16.5.4 If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

17 Radicalisation and Extremism

- 17.1 Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.
- 17.2 Children are susceptible to radicalisation into terrorism. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism and will follow the DfE guidance on managing risk of radicalisation in an education setting.
- 17.3 As part of the Counter Terrorism and Security Act 2015, schools have a duty to prevent people being drawn into terrorism. This has become known as the Prevent Duty. If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

18 Staff/pupil relationships

- 18.1 Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.
- 18.2 We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.
- 18.3 Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

19 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

- 19.1 If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, our set procedures must be followed. Our safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers policy and procedure can be accessed via the trust website and the full procedures for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2025. Our procedures in relation to low level concerns are also set out in appendix 6 of this policy.
- 19.2 The school will follow our set safeguarding procedures and will inform the local authority designated officer if there is an allegation of an incident happening while an individual or organisation is using the school premises to run activities for children.

- 19.3 Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

20 Whistle blowing if you have concerns about a colleague

- 20.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the headteacher, unless the complaint is about the headteacher, in which case concern should be reported to the chair of governors.
- 20.2 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.
- 20.3 The school's whistleblowing code allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

21 Staff and governor/trustee training

- 21.1 Our staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.
- 21.2 New staff, or volunteers, receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff behaviour policy, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.
- 21.3 Our governors and trustees receive appropriate safeguarding and child protection (including online) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated on a regular basis to reflect changes in guidance and legislation.
- 21.4 Our safeguarding governors and trustees receive additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the trust.

22 Safer Recruitment

- 22.1 The governing body and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2025 and the local safeguarding partner arrangements.
- 22.2 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.
- 22.3 We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and requests DBS checks where required by Keeping Children Safe in Education 2025. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
- 22.4 When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable

to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

- 22.5 The trust maintains the single central record of recruitment checks undertaken in each of our academies. Our recruitment policy and procedures can be accessed via the website.

23 Site security

- 23.1 Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

24 Child protection procedures

24.1 Recognising abuse

24.1.1 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

24.1.2 Keeping Children Safe in Education 2025 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

24.2 Taking action

24.2.1 Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- complete a record of concern form and report your concern to the DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

24.3 If you are concerned about a pupil's welfare

24.3.1 Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

24.3.2 If the pupil does reveal that they are being harmed, staff should follow the advice below.

24.3.3 Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

24.4 If a pupil discloses to you

24.4.1 If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next
- complete the **concern form** and pass it to the DSL as soon as possible
- report verbally to the DSL even if the child has promised to do it by themselves

24.5 Notifying parents

24.5.1 The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

25 Referral to children's social care

25.1 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The 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 child.

26 Reporting directly to child protection agencies

26.1 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the head teacher or the chair of governors are not available and a referral is required immediately.

27 Confidentiality and sharing information

27.1 Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, headteacher or chair of governors.

27.2 Sharing information

27.2.1 The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so.

27.2.2 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

27.2.3 Information sharing decisions will be recorded, whether or not the decision is taken to share.

27.2.4 The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

27.3 Storing information

27.3.1 Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our Retention and Destruction Policy.

27.3.2 Our Confidentiality and Information Sharing policy and our Retention and Destruction policy is available to parents and pupils on request.

28 Special Circumstances

28.1 Looked after children

28.1.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher 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.

28.2 Children who have a social worker

28.2.1 Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

28.3 Work Experience

28.3.1 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

28.4 Children staying with host families

28.4.1 The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

28.4.2 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

28.4.3 Some overseas 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.

28.5 Private fostering arrangements

28.5.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

28.5.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.

Appendix One - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1 Physical abuse

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

1.1 Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, 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
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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.

2.1 Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm

- Drug or solvent abuse
- Running away
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3 Sexual abuse

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

3.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

4 Neglect

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

4.1 Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness

- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix Two - Related Safeguarding policies

- Staff behaviour/code of conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care
- Complaint policy and procedures
- Anti-bullying
- Whistleblowing
- SEN
- Missing children
- Recruitment and selection
- Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers
- Grievance and disciplinary
- Online safety and social media

Cause For Concern Form

CONFIDENTIAL

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child:

Class:

Siblings:

Name of staff member completing form:

Day:

Date:

Time:

(of observed behaviour / discussion / disclosure)

Nature of concern:

For Designated Teacher use

Date & time received by designated teacher:

Action Taken:

By Whom:

Outcome:

Discuss with child (if necessary):

SEN Register /EHA / Agency involvement:

Information shared with:

Refer to Social Services: (when – date time, person spoken to, agreed actions)

Cause for Concern Procedures

A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child. This could be a change in behaviour or a comment from a young person.

All causes for concern must be recorded immediately and in writing on the cause for concern record sheet by the person with the concern.

This must then be passed to the Designated Safeguarding Lead immediately, if possible, or at least within the hour. The DSL will decide on the appropriate actions, completing the 'for designated teacher use' section of the Cause for Concern sheet.

Even if this results in no further action a Vulnerable Pupil File would be raised. This will include:

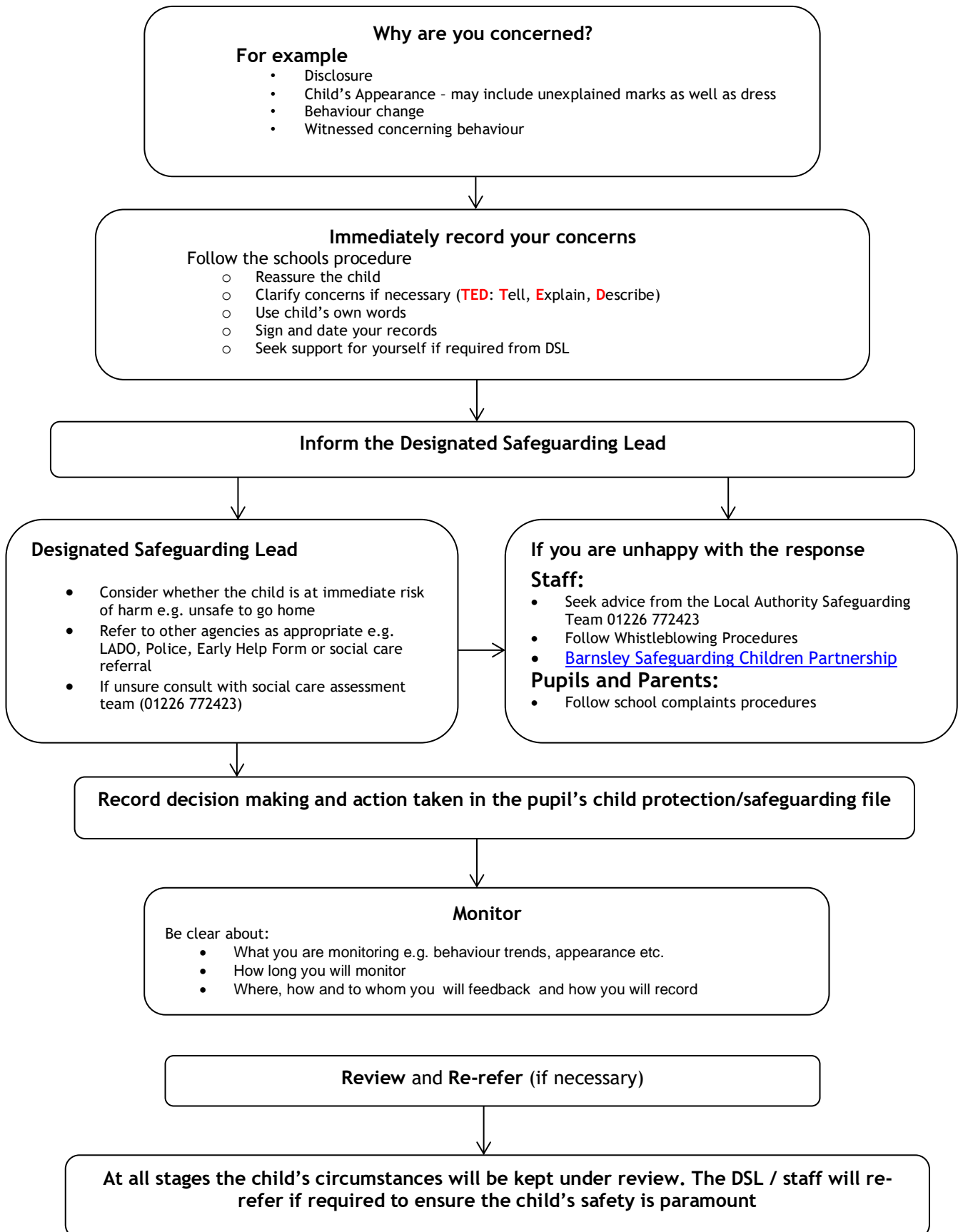
- Vulnerable Pupil Information Sheet
- Monitoring record sheet
- Cause for Concern Form
- Sticker on the front of the folder indicating any other siblings
- This folder is placed in the 'live' Vulnerable pupils and families section
- Make other staff aware that a Vulnerable pupils and families file has been raised – raise in staff meeting/ briefing
- Clear chronology of concerns

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the monitoring record sheet.

Designated teachers and other appropriate adults will hold a monthly meeting to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place and only accessible to the designated safeguarding leads within academy.



USEFUL CONTACTS IN THE LOCAL AUTHORITY

If you are concerned about a child you should contact the Assessment Team that covers the area in which the child lives. A Social Worker will be available at these teams from 8.30am to 5pm Monday to Thursday and 8.30am to 4.30pm Fridays. If you have a concern out of these hours you should contact the Emergency Duty Team.

Emergency Duty Team	Tel: 01226 787789
Local Authority Designated Officer:	Tel: 01226 773892
Assessment Service 8.30am - 5pm (Mon to Thurs) 8.30am - 4.30pm (Fri)	Tel: 01226 772423 Fax: 01226 772404
Safeguarding Children Partnership PO Box 634, Barnsley S70 9GG	Tel: 01226 772400
Safeguarding Children Partnership Manager	Tel: 01226 775859
Police (Child in immediate danger)	Tel: 999 / 0114 202020

Appendix 5: Response to reports

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

<p style="text-align: center;">Definitions</p> <p>Sexual Violence Rape Assault by penetration Sexual assault</p> <p>Sexual Harassment Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment</p>	<p style="text-align: center;">Victim reassured</p> <ul style="list-style-type: none"> - taken seriously and kept safe; and never be given an impression they are creating a problem - confidentiality not promised - listen to victim, non-judgementally - record the disclosure (facts as reported) - two staff present (one being the DSL, or reported to DSL as soon as possible) - victim sensitively informed about referral to other agencies - if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children - parents of victim informed, unless this would put victim at greater risk <p style="text-align: center;">Anonymity</p> <p>Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.</p>
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<p style="text-align: center;">Record keeping</p> <p>Remember to record all concerns, discussions, decisions and reasons for decisions taken.</p>	<p style="text-align: center;">Considerations</p> <p style="text-align: center;">(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)</p> <p style="text-align: center;">Immediately: Consider how to support the victim and the alleged perpetrator</p> <ul style="list-style-type: none"> - wishes of the victim - nature of the alleged incident - ages of the children - development stage of the child - any power imbalance - one-off, or part of a pattern of behaviour - any ongoing risks to victim or others - other related issues and wider context (eg. CSE)
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<p style="text-align: center;">MANAGE INTERNALLY</p> <p>One-off incidents which the school believes the child(ren) are not in need of early help/statutory intervention, which would be appropriate to deal with internally under the schools behaviour policy or anti-bullying policy</p>	<p style="text-align: center;">EARLY HELP</p> <p>Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))</p>	<p style="text-align: center;">REFER TO SOCIAL CARE</p> <p>All incidents where a child has been harmed, is at risk of harm or is in immediate danger.</p> <p>Social Care staff will decide next steps. Be ready to escalate if necessary.</p>	<p style="text-align: center;">REFER TO POLICE</p> <p>All incidents of rape, assault by penetration or sexual assault (incl if the perpetrator is 10 or under)</p> <p>Discuss next steps with police, eg. disclosing information to other staff, informing alleged perpetrator and their parents.</p>
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<p style="text-align: center;">RISK ASSESSMENT</p> <p style="text-align: center;">Case-by-case basis (for details see paragraphs 69 and 70 Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))</p>	<p style="text-align: center;">RISK ASSESSMENT</p> <p style="text-align: center;">Immediately</p> <p>Do not wait for outcome of referral before protecting victim. Emphasis on victim being able to continue normal routines. Alleged perpetrator removed from any classes with victim. Also consider shared spaces</p>
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<p style="text-align: center;">SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR</p>	<p style="text-align: center;">SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR</p>
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<p style="text-align: center;">DISCIPLINARY MEASURES TAKEN</p> <p style="text-align: center;">(see school's Behaviour Policy / Anti-bullying Policy)</p>	<p style="text-align: center;">DISCIPLINARY MEASURES TAKEN</p> <p>(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable.)</p>
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<p style="text-align: center;">CRIMINAL PROCESS ENDS</p> <ul style="list-style-type: none"> - Conviction or Caution: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes. - Not Guilty: Support victim and alleged perpetrator - No Further Action: Support victim and alleged perpetrator 	<p>Ensure actions do not jeopardise the investigation</p> <p>School to work closely with policy and /or other agencies.</p>
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Appendix 6: Managing low-level concerns

- 1.1 This part of the policy will be followed when dealing with low-level concerns raised in relation to members of staff, including supply staff, contractors or volunteers and may be adapted to each case as required. It will be used alongside the Trust **complaints procedure, child protection and safeguarding policy, code of conduct and disciplinary procedure**.
- 1.2 The Trust promotes a culture in which all concerns about all adults working in or on behalf of the organisation (including supply teachers, contractors and volunteers) are addressed appropriately.
- 1.3 This policy is designed to:
 - 1.3.1 promote and support a culture of openness and trust where staff are clear about the behaviours expected of themselves and their colleagues
 - 1.3.2 ensure staff are comfortable to raise low-level concerns; and
 - 1.3.3 provide for efficient and proportionate handling of those concerns

2 Recognising low-level concerns

- 2.1 This policy will be used to manage 'low-level' concerns, defined in Part 4 of Keeping Children Safe in Education as any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:
 - 2.1.1 is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - 2.1.2 does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).
- 2.2 Examples of such behaviour could include, but is not limited to:
 - 2.2.1 being over friendly with children;
 - 2.2.2 having favourites;
 - 2.2.3 taking photographs of children on their mobile phone;
 - 2.2.4 engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
 - 2.2.5 using inappropriate sexualised, intimidating or offensive language.

3 Sharing low-level concerns

- 3.1 For our culture of openness and trust to prevail, all staff should share any low-level concerns they have. Serious Case Reviews and Safeguarding Practice Reviews have often evidenced how low-level concerns felt and/or expressed by staff relating to individuals who

were later found to have sexually abused children at a school were not recorded. When they are not recorded, they cannot be reviewed or studied for patterns of behaviour.

- 3.2 To minimise and hopefully eradicate the risk of those opportunities being missed, it is critical that staff understand their role in identifying and reporting low level concerns.
- 3.3 All staff are encouraged to immediately report low-level safeguarding concerns as defined in this policy so that the identified behaviours can be investigated and managed appropriately.
- 3.4 All low-level concerns in relation to staff, supply staff, contractors or volunteers should be reported immediately to the Headteacher. Concerns about the Headteacher should be reported to the Chair of Governors.
- 3.5 The procedure for reporting low-level concerns is consistent with that for reporting allegations of abuse as set out in part one of this policy. Staff do not need to determine whether their concern meets the threshold set out in part one of this policy or is a low-level concern. The Headteacher or chair (as appropriate) will make this determination once the staff member has reported the issue.

4 Responding to low-level concerns

- 4.1 The Headteacher or chair (as appropriate) will review the concern to confirm that it is not a more serious issue that should be dealt with under part one of this policy. An issue reported as a low-level concern would be dealt under part one of this policy where it meets the threshold set out in part one or there is a pattern of low-level concerns expressed about the individual or wider staff practices generally. If necessary, the Headteacher or chair (as appropriate) will discuss the concern with the LADO to determine whether it should be dealt with under part one of this policy.
- 4.2 The Headteacher or chair (as appropriate) will discuss the concern with the individual who raised it and will investigate it as appropriate.
- 4.3 Most low-level concerns are likely to be minor and can be dealt with by means of management support or additional training. Where necessary, action may be taken in accordance with the Trust code of conduct and disciplinary procedure.
- 4.4 If the concern has been raised via a third party, the Headteacher or chair (as appropriate) will collect evidence by speaking directly to the person who raised the concern (unless it has been raised anonymously), the individual involved and any witnesses.
- 4.5 Where a low-level concern is raised about a member of supply staff or a contractor, the concern will be shared with the supply agency so they can take appropriate steps in accordance with their own policies and statutory guidance.

5 Recording low-level concerns

- 5.1 All low-level concerns will be recorded in writing and will include details of the concern, the context and action taken. The records will be kept confidential and held securely in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation.

- 5.2 Records of low-level concerns will be reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. If patterns are identified, the academy will decide on an appropriate course of action and will refer the matter to the LADO where the behaviour moves from a concern to meeting the threshold set out in the first part of this policy.
- 5.3 The record of the low-level concern will be kept at least until the person leaves the Trust.

6 References

- 6.1 Low level safeguarding concerns will not be included in references except where they have met the threshold for referral to the LADO and found to be substantiated, in which case they should be referred to in references.