Appleton Academy

Child Protection and Safeguarding Policy

Written by: Exceed Academies Trust Safeguarding and Child Protection Working Group and contextualised for Appleton Acade

Approved By	Approval Date	Next Review Date
Appleton LAB	November 2023	Autumn Term 2024
Appleton LAB	October 2024	Autumn Term 2025
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Statement of Intent

Appleton Academy is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Executive Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Executive Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Charlotte Wightman. In the absence of the DSL, child protection matters will be dealt with by the Deputy DSLs: Sarah Hodgson, Robert Smith, Claire Downey, Hayley Callalay, Anna Wallace, Hollie Ereira, Ahson Butt, Andrew Wraith and Stacey Taylor.

The school has a nominated governor for child protection and CLA this is Cassandra Doyle.

If these staff are unavailable, concerns can be raised with the appropriate Head of School or Executive Headteacher.

All visitors working with children must sign in on arrival and collect a visitor's lanyard or sticker. Visitor lanyards/stickers must be worn at all times when in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSIE.

1. Definitions

- The terms **'children'** and **'child'** refer to anyone under the age of 18.

For the purpose of this policy, Appleton Academy will define "safeguarding and protecting the welfare of children" as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, both within and outside the home, including online.
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to achieve the best outcomes.

For the purposes of this policy, the term **'harmful sexual behaviour'** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DFEs guidance, and for the purposes of this policy, the term **'sexual harassment'** is used within this policy to describe any unwanted conduct of a sexual nature, both offline and online, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Executive Headteacher to provide such direction and supervision.

2. Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Data Protection Act 2018 and UK GDPR
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- School Attendance (Pupil Registration) (England) Regulations 2024

Statutory guidance

- HM Government (2013) 'multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children' (updated 2020)
- DfE (2015) 'The Prevent duty: an introduction for those with safeguarding responsibilities' (Updated September 2023)
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2025) 'Keeping children safe in education'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'

- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DFE (2018) 'Mental health and behaviour in schools'
- DFE (2017) 'Preventing and tackling bullying'
- NPCC 'When to call the police'
- PHE (2015) 'Promoting children and young people's emotional health and wellbeing'

3. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of the induction arrangements.

Appleton Academy recognises that the governing body, DSL, Executive Headteacher and other staff members have a responsibility to ensure the school complies with its duties in accordance with child protection safeguarding legislation. See 'Roles and Responsibilities' Appendix 1.

4. Inter-agency working

- The school contributes to inter-agency working as part of its statutory duty.
- The school is aware of and will follow the local safeguarding arrangements.
- The school is aware of the expected timeline for its LSCB to fully transition to new system of three safeguarding partners.
- The school will work with CSC, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE) and child criminal exploitation (CCE)

Abuse and Neglect and Exploitation

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

- All members of staff will be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- All staff members will be aware of the indicators of abuse and exploitation and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
    - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
    - Lack of concentration and acting withdrawn
    - Knowledge ahead of their age, e.g. sexual knowledge.
    - Use of explicit language
    - Fear of abandonment
    - Depression and low self-esteem
- All members of staff will be aware of the indicators of child-on-child abuse, and exploitation such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- All staff will be aware of the necessary procedures to follow to prevent child-on-child abuse and exploitation as outlined in the school's Anti-Bullying Policy.
- All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy, and sexting, and will understand that these put pupils in danger.
- Staff members will be aware of the effects of a pupil witnessing an incident of abuse, including where they see, hear, or experience its effects. Staff will be aware of the impact of witnessing this type of abuse in the home and how it might then impact on children's relationships with other people in their lives.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

- In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.
- Descriptors of types of abuse and possible signs are outlined in Appendix 2.

5. FGM

- Whilst all staff should speak to the DSL (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers, staff are aware , 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 directly to the police.

See Appendix 3.

6. Forced Marriage

- For the purpose of this policy, a "**forced marriage**" is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.
- As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:
    - Becoming anxious, depressed and emotionally withdrawn with low self-esteem
    - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
    - Displaying a sudden decline in their educational performance, aspirations or motivation
    - Regularly being absent from school
    - Displaying a decline in punctuality
    - An obvious family history of older siblings leaving education early and marrying early
- If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit.

See appendix 4.

7. Child sexual exploitation (CSE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or

other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

See appendix 5.

8 Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

- Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.
- For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

9 County lines criminal activity

- For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.
- Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.
- Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.
- The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.
- Indicators that a pupil may be involved in county lines active include the following:
    - Persistently going missing or being found out of their usual area
    - Unexplained acquisition of money, clothes or mobile phones
    - Excessive receipt of texts or phone calls
    - Relationships with controlling or older individuals or groups
    - Leaving home without explanation
    - Evidence of physical injury or assault that cannot be explained
    - Carrying weapons
    - Sudden decline in school results

- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

10. Child on Child abuse

All staff should be aware that children can abuse children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault. (We recognise that sexual harm can happen within families and that siblings may also need supporting). The needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse, we recognise that sexual harm can happen within families and that siblings might also need supporting;
- In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded false or malicious, the DSL will consider whether the child or person who has made the allegation needs support or may have been abused by someone else. In cases where the report is found to be malicious or deliberately invented the school will consider whether it is appropriate to take any disciplinary action in keeping in line with the school's behaviour management policy.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/ hazing type violence and rituals

All staff should be clear as to the school's policies and procedures with regards to child-on-child abuse.

11 Serious violence

- Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to the following:
    - Increased absence from school
    - A change in friendships
    - New 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.

- Staff members will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:
    - A history of committing offences
    - Substance abuse
    - Anti-social behaviour
    - Truancy
    - Peers involved in crime and/or anti-social behaviour

- Staff member who suspects a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

12 Pupils with family members in prison

- Pupils with a family member in prison will be offered pastoral support as necessary.
- They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

13 Pupils required to give evidence in court

- Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
- Pupils in primary will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.
- Pupils in secondary will also be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns. (DSL's/Leadership and governors are aware that there are now 2 separate guides for school to support children in the court system)

14 Contextual safeguarding

- Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding
- Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- The school will provide as much contextual information as possible when making referrals to BCFT.

Opportunities to teach safeguarding

School staff ensure that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education is tailored to the specific needs and vulnerabilities of

individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

Relevant topics are included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In line with statutory guidance.

All staff recognise the crucial role in whole - school preventative education that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school's behaviour policy and pastoral support system underpins these values, alongside a planned programme of evidence based RSHE curriculum which is fully inclusive and developed to be age and stage of development appropriate across the all-through context.

All staff are aware of the supporting resources available

- Teaching about relationships, sex and health – GOV.UK.
- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS).39 guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The UKCIS external visitors' guidance to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP Education Programme: Protecting children and young people from online child sexual abuse through education

15 Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation, Similar to protecting children from other forms of harms, and abuse, protecting children from this risk is part of Appleton's safeguarding approach.

See Appendix 6.

16 Unexplainable and or/persistent absences from education

School staff recognise that children with unexplainable and/or persistent absences from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Appleton staff are made aware of unauthorised absence and children missing from education procedures (p83 KCSIE)

See Appendix 7.

17 Child abduction or community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Appleton recognises the need to equip children with the understanding of how to keep themselves safe and goes beyond simply warning children about strangers. Through its PHSE curriculum, which includes visits from outside agencies such as the police and charities, children's knowledge of safety in the community is built upon. As they get older and are given greater independence such as walking to and from school, children have the confidence to look after themselves.

18 Pupils with special educational needs and disabilities (SEND) or physical health issues

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse and exploitation such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND or physical health issues can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.
When managing a safeguarding issue related to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well as the pupils family where appropriate, to ensure that the pupil's needs are effectively met.

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

The revised guidance on gender questioning children will be published soon. Once published, this will be signpost to this guidance in KCSIE 2025 and updated in the CP/Safeguarding policy accordingly.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools should take a cautious approach and 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), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

20 Mental Health

The school recognises 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.

In supporting pupils;

- Only appropriately trained professionals will be involved in making a diagnosis of a mental health problem either via the Mental Health Support Team (MHST) or through a referral to CAMHS
- All school staff are well placed to observe children and young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one and these pupils will be referred to the Inclusion Safeguarding Team

The school recognises that pupils who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences can experience a lasting impact throughout childhood, adolescence and into adulthood and on their mental health, behaviour and education.

Staff members are aware that if they have a mental health concern about a child that is also a safeguarding concern, this should be referred to the DSL in line with the established safeguarding procedure.
The DFE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (Gov.uk) In addition, Public Health England has produced a range of resources in Promoting children and young people's emotional health and wellbeing and via the Rise Above website. The DFE has also published 'Every interaction matters' a pre recorded webinar which provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside the Wellbeing for education recovery program content, which covers issues such as bereavement, loss, anxiety, stress and trauma.

21 Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

- When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

22 Work experience

- When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.
- Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

23 Homestay exchange visits

School-arranged homestays in UK

- Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.
- In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household. School-arranged homestays abroad
- The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.
- Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

- Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

24 Private fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

25 Concerns about a child

- If a member of staff has any concerns about a child's welfare, they will act on them by speaking to the DSL or a deputy.
- All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 27 of this policy.
- Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.
- If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

- Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the relevant member of staff and kept securely using CPOMS.
- If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.
- If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.
- Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.
- An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

The child's wishes:

Where there is a safeguarding concern, governing bodies, proprietors and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and will be well-promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. This includes ensuring that a safe space is given to LGBTQ+ pupils to voice their concerns.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

If necessary, refer the case to specialist or early help services.

26 Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils 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
- is frequently missing/goes missing from education, home or care,
- 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 or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it. The DSL will take the lead where early help is appropriate.

27 Managing referrals

- All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. Where a child is suffering, or is likely to suffer from harm, a DSL will make a referral to local authority children's social care and if appropriate the police.
- When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
- The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**
- The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.
- Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.
- Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

- At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.
- The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

28 Concerns about staff members and safeguarding practices

- If a staff member has concerns about another member of staff, or a contractor such as a supply teacher, then this will be raised with the Executive Headteacher.
- If the concern is with regards to the Executive Headteacher, this will be referred to the chair of governors.
- Any concerns regarding the safeguarding practices at Appleton Academy will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

29 Dealing with allegations of abuse against staff

- All allegations will be dealt with in line with the school's 'Allegations of Abuse Against Staff' Policy, a copy of which will be provided to, and understood by, all staff.
- Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA (Teaching Regulation Agency) for consideration for a prohibition order.
- If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.
- The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.
- Allegations relating to supply or agency staff, the Executive Headteacher will refer this to the LADO and inform the agency

All allegations will be dealt with in line with the MAT's "Safer Working Practices Guidance", a copy of which will be provided to, and understood by, all staff.

Allegations which meet the harm threshold

This includes if a member of staff:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to
- children; and/or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

Low level concerns about staff

Allegations/concerns that do not meet the harms threshold against children are referred to for the purposes of this policy as 'low level concerns'. These include actions which:

- Are inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Do not meet the allegations threshold or are otherwise not considered serious enough to consider a referral to the LADO.

Appleton will ensure its staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

School will empower staff to share any low-level safeguarding concerns with the head of school or the designated safeguarding lead.

Appleton will address unprofessional behaviour and supporting the individual to correct it at an early stage.

Appleton will provide a responsive, sensitive and proportionate handling of such concerns when they are raised and identify any weakness in the school's safeguarding system.

Ongoing vigilance

Appleton has processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. It ensures that leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

Dealing with allegations against supply teachers and contractors

In some circumstances, schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst Exceed is not the employer of supply teachers, they will ensure allegations are dealt with properly. In no circumstances will Appleton cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) for advice in the first instance to determine a suitable outcome.

The governing body should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school.

They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

30 Allegations of abuse against other pupils (child-on-child abuse)

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

See Appendix 8.

31 Communication and confidentiality

- All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- All staff will record relevant information on the school's CPOMS system. Any other confidential material will be stored in a secure location. Only the DSL or named persons will have access to this information.
- Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

- Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
- Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- External agencies will be invited to these discussions where necessary.
- Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

- DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.
- The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

32 Online safety

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk (the four Cs):

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **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.

- **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 nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- •**Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Appleton will ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures including when planning the curriculum.

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the MAT's Data Breach and Data Protection Prevention Policies and the school's E-Safety Policy. The school's filtering and monitoring systems are regularly reviewed.

Appleton will provide regular updates to parents and carers via social media, newsletters etc to reinforce the online safety message, including highlighting new risks and how to protect children at home on their devices. Appleton will provide annual online safety training to staff to highlight new concerns in online safety and to remind them how to report concerns.

Filtering Systems

The school internet is subject to a filtering system called SENSO. If any members of staff comes across a site that is inappropriate for children, they will report this immediately to a member of SLT and via the Online 'Computeam Client Portal' system as an urgent job. Virtue will then block the site and report this to the internet provider.

SENSO Monitor

All school devices are subject to SENSO Monitor Software. Pupils will be taught about this at an age-appropriate level during their Online Safety lessons.

Where a SENSO monitor concern is raised, the DSL and SLT team will investigate and carry out the appropriate action. This may include; establishing the level of risk and whether external agencies need to be contacted, speaking to the perpetrator, speaking to the child's parent/carer, informing the parent/carer in writing and recording the incident and associated actions on CPOMS.

All SENSO alerts are sent directly to SLT who then alerts the lead DSL who can explore the concern as outlined above. The DSL holds direct responsibility for making sure that the appropriate next steps/actions/support are put in place to educate the child and keep them safe moving forward.

Remote Learning

If children are expected to undertake remote learning, school will ensure that appropriate filters and security are applied to school learning platforms to ensure the safety of the learners.

The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include the unauthorised access to computers (illegal 'hacking') or the denial of Service attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme.

33 Mobile phone and camera safety

- Staff members will not use personal mobile phones or cameras when pupils are present.
- Staff may use mobile phones on school premises outside of working hours when no pupils are present.
- Staff may use mobile phones in the staffroom during breaks and non-contact time.
- Mobile phones will be safely stored and in silent mode whilst pupils are present.
- Staff will use their professional judgement in emergency situations.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.
- The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- Staff who do not adhere to this policy will face disciplinary action.
- ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.
- The school will adhere to the terms of the Acceptable Use of IT Policy at all times.
- Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's GDPR Policy.
- The DPO will oversee the planning of any events where photographs and videos will be taken.
- Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Executive Headteacher will liaise with the DSL to determine the steps involved.
- The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- The school will adhere to its Photography Policy at all times.

- Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

34 Upskirting

- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not be otherwise visible, for a specified purpose.
- A 'specified purpose' is namely:
    - Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
    - To humiliate, distress or alarm the victim.
    - 'Operating equipment' includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- Upskirting will not be tolerated by the school.
- Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

35 Sports clubs and extracurricular activities

- Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.
- Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.
- All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

36 Safer Recruitment

The school pays full regard to section 3 of Keeping Children Safe in Education (DfE September 2021). Safe recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Barred list checks and a Disclosure & Barring Service (DBS) certificate. In addition, all teachers appointed after 02/09/2013 are checked against the NCTL Prohibition list.

For further guidance on Safer Recruitment practices please see Appendix 9.

37 Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification)

and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Disqualification by Association no longer applies in schools, however Disqualification under the Childcare Act still applies to the following roles those that working early years (birth to 5th birthday including reception year) or up to 8 in before/after school clubs. Whilst this legislation does not apply to all roles in school, we are committed to providing a safe environment for all children, parents and colleagues. Staff are encouraged to have open and honest communication with the leadership team regarding any matters inside or outside of school that they may need additional guidance and support with. If you are unsure if there is anything you should disclose, please take advice from the leadership team as soon as possible.
- All staff should be made aware of their responsibility to disclose to the DSL any changes, in their circumstances, that may disqualify them from working in a school environment. This should be done, at least, on an annual basis and recorded by the DSL.
- A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

38 Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated at least annually, and as new legislation is introduced. This will be in line with advice from the BSCB.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behaviour for Learning Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL, deputy DSLs and safeguarding team
- Read and understand KCSIE Part 1 and Annex B of KCSIE 2025, or Annex A if the staff member has no direct contact with the children

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously CLA safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- School procedures for reporting concerns

Staff will receive and seek out opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL, deputy DSL and safeguarding team will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and deputy DSL will undergo biennial Prevent awareness training. They will keep up to date with legislation, which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

If the school decides to appoint a deputy DSL, they will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

Online training will also be conducted for all staff members as part of the overall safeguarding

39 Monitoring and review

This policy is reviewed annually by the DSL and the Executive Headteacher.
Any changes made to this policy by the Executive Headteacher and DSL will be communicated to all members of staff.
All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme

Appendices

Appendix 1

Roles and responsibilities

1.1 The Local Advisory Board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- That staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Executive Headteacher or another governor.

- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.

- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

1.2 The **Executive Headteacher** has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

1.3 The **DSL** has a duty to:

- Understand, and keep up-to-date with, local plans for their LSCB's transition to the new multi-agency arrangement of three safeguarding partners.
- Act as the main point of contact with the LSCB, and with the three safeguarding partners following completion of the transition period.
- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Prevent programme and Channel if necessary.
- Liaise with the Executive Headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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 school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.

NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

- Hold the details of the LA personal advisor (LADO) and liaise with them as necessary.
- The designated teacher has a responsibility for promoting the educational achievement of CLA and previously CLA, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

1.4 Other staff members have a responsibility to:

- Read, understand and sign to say they understand at least part 1 and Annex B of KCSIE 2022, or Annex A if the staff member has no direct contact with the children.
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with their understanding of part 1 of KCSIE.)
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation (GDPR), including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

Appendix 2

2.1 Abuse

- Below is a description of abuse as defined by the DfE.
- A form of maltreatment of a child, which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others, e.g. via the internet.

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

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

2.3 Physical abuse

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

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2.4 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 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.

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling

- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

2.5 Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection 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 though it may occur alone.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

2.6 Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries

- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Appendix 3

Female genital mutilation (FGM)

3.1 For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
3.2 FGM is considered a form of abuse in the UK and is illegal.
3.3 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.
3.4 Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. *The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.*

3.5 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
3.6 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject
3.7 Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

3.8 Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

3.9 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

3.10 Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems

- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

3.11 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

3.12 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

3.13 All forms of HBV are forms of abuse and will be treated and escalated as such.

3.14 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

3.15 Appendix 4

Forced marriage and child marriage.

4.1 For the purpose of this policy, a "forced marriage, child marriage" is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

4.2 As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

4.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed. Appendix 5

Appendix 5

Child Sexual Exploitation

5.1 For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants

- For the financial advantage or increased status of the perpetrator or facilitator

5.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

5.3 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

5.4 School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

5.5 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

5.6 The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Appendix 6

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Under the Counter Terrorism and Security Act 2018

This information should be read alongside: Appleton Academy Preventing Extremism and Radicalisation Guidance – 2018/19

6.1 For the purpose of this policy, **'radicalisation'** refers to a person legitimising support for, or use of, terrorist violence.

6.2 violence.

6.3 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

6.4 Appleton Academy will actively assess the risk of pupils being drawn into terrorism and further advice is available under Appendix 13.

6.5 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

6.6 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB – The Bradford Partnership - as appropriate.

6.7 The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

6.8 Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

6.9 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

6.10 Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

6.11 Indicators of a personal crisis including the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identify, faith and belonging

6.12 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

6.13 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

6.14 Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

6.15 When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

6.16 **Critical indicators include where the** pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

6.17 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

6.18 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

6.19 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

6.20 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Executive Headteacher or DSL will contact the Channel programme.

6.21 The DSL will also support any staff making referrals to the Channel programme.

6.22 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

6.23 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Appleton Academy.

6.24 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience

6.25 Appleton Academy will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Appendix 7

A child missing from education

7.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
7.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
7.3 Appleton Academy will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

7.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
7.5 The school will notify the LA within five days of when a pupil's name is added to the admissions register.
7.6 The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.
7.7 Two emergency contact details will be held for each pupil where possible.
7.8 Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.
7.9 If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent/carer with whom the pupil will live
- The new address
- The date from when the pupil will live at this address

7.10 If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

7.11 Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.
7.12 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations they 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

7.13 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

7.14 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

7.15 The school will work with the LA to establish methods of making returns for pupils back into the school.

7.16 The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

7.17 The school will also highlight any other necessary, contextual information, including safeguarding concerns.

Appendix 8

Allegations of abuse against other pupils (child-on-child abuse)

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 reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sexual violence and harassment

8.1 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual harassment

8.2 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

8.3 Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

8.4 Sexual harassment includes**:**

- Sexual comments.
- Sexual "jokes" and taunting.

- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

8.5 Sexual violence refers to the three following offences:

- Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- Harmful sexual behaviours

8.6 The term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

8.7 Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

A preventative approach

8.8 In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

8.9 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour

- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

8.10 Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handle

Awareness

8.11 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up"

8.12 All staff will be aware that child-on-child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

8.13 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

8.14 LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

8.15 The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

8.16 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. (Support available if a child has been harmed, is in immediate danger or at risk of harm)

8.17 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

8.18 Within one working day, a social worker will respond to the referrer to explain the action that will be taken. (Support available if early help, section 17 and/or section 47 statutory assessments are appropriate)

8. If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required. (Support available if a crime may have been committed)

8.21 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

8.22 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

8.23 The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

8.24 Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

8.25 If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

8.26 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

8.27 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

8.28 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

8.29 Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

8.30 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

8.31 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

8.32 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

8.33 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

8.34 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

8.35 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

8.36 When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

8.37 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

8.38 Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

8.39 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

8.40 The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

8.41 Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

8.42 For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

8.43 For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

8.44 In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

8.45 The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

8.46 There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

8.47 Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

8.48 The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.

- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

8.49 In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

8.50 The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS

8.51 If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

8.52 The school will not wait for the outcome of an investigation before protecting the victim and other children.

8.53 The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

8.54 If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

8.55 If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

8.56 Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

8.57 Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

8.58 The DSL and Local Advisory Board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

8.59 The DSL will be aware of local arrangements and specialist units that investigate child abuse.

8.60 In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required

Bail conditions

8.61 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

8.62 The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

8.63 The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

8.64 Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

8.65 Managing delays in the criminal justice system

8.66 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

8.67 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

8.68 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

8.69 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

8.70 Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

8.71 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience

Ongoing support for the victim

8.72 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

8.73 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

8.74 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

8.75 The school will provide a physical space for victims to withdraw to.

8.76 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

8.77 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

8.78 If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

8.79 If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

- Ongoing support for the alleged perpetrator

8.80 When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

8.81 When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

8.82 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

8.83 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

8.84 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

8.85 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

8.86 The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

8.87 Disciplinary action and support can take place at the same time.
8.88 The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

8.89 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
8.91 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
8.92 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
8.93 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
8.94 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
8.95 In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

8.96 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
8.97 The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
8.98 Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.
8.99 Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

8.100 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
8.101It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

8.102 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

8.103 As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Appendix 9

Safer recruitment

1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

9.2 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

Pre-employment checks

2. The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available. Best practice is checking the name on their birth certificate, where this is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, including EU nationals, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.

3. An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

9.4. If an individual moves from a position within the school that did not involve the provision of education to one that does, it will be treated as if the individual were a new member of staff and all required pre-appointment checks will be carried out.

9.5 References from internal candidates will always be scrutinised before appointment.

ITT candidates

9.6 Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

9.7 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Governors

9.8 An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

9.9 The trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Before an individual becomes a trustee, the school will carry out an enhanced DBS check and confirm their identity. Where a trustee also engages in regulated activity, a barred list check will also be requested. An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check. If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.

Those who have lived or worked outside of the UK

9.10 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

9.11 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

9.12 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

9.13 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

9.15 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
9.16 References will only be accepted from a senior person and not from a colleague.
9.17 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
9.18 References will be obtained prior to interviews taking place and discussed during interviews.
9.19 Open testimonials will not be considered. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
9.20 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

9.21 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
9.22 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
9.23 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
9.24 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
9.25 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
9.26 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
9.27 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Contractors

9.28 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
9.29 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
9.30 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

9.31 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.
9.32 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

9.33 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.

Ongoing suitability

9.34 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Single central record (SCR)

9.35 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

9.36 The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.

9.37 All members of the proprietor body are also recorded on the SCR.

9.38 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 section 128 check
- A check of professional qualifications
- 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

9.39 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

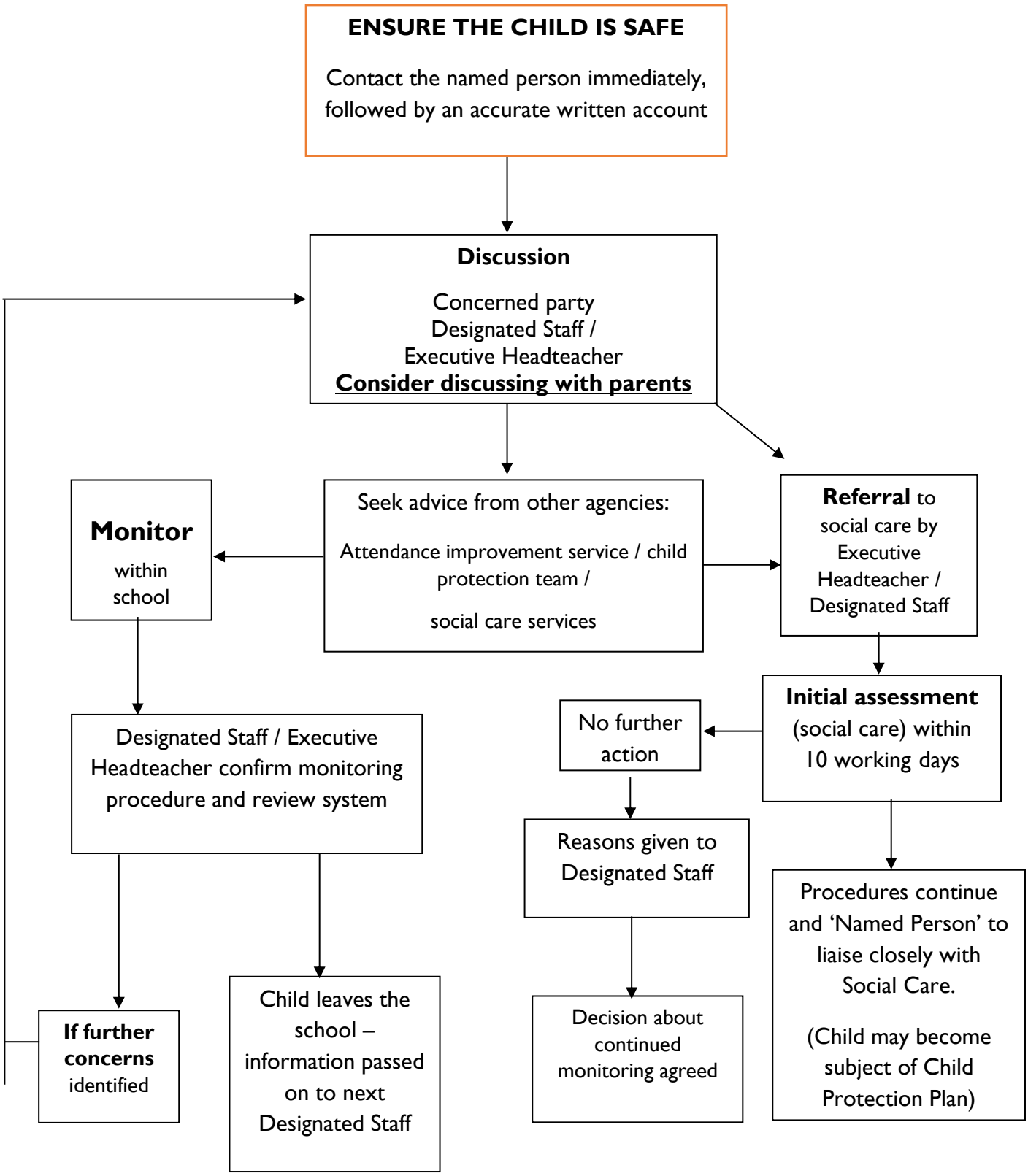
9.40 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

9.41If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

9.42The college will record on the SCR whether the employee's position involves relevant activity, i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18. Written confirmation that supply agencies have completed all relevant checks will also be included.

Appendix 10

Summary of in-school procedures to follow where there are concerns about a child



Appendix 11: Poster of DSLs

Child Protection Procedures Flow Chart

On discovery or suspicion of child abuse - ACT

If in doubt - ACT

Inform your Designated Safeguarding Lead (DSL) for Child Protection

Anna Wallace

If DSL cannot be located, then please contact one of the following:

Deputy DSLs	**Sarah Hodgson, Robert Smith, Claire Downey, Hollie Ereira, Ahson Butt, Andrew Wraith and Stacey Taylor.**

If the matter is urgent, log it on CPOMS and speak to the named person directly. If you are unable to report your concerns to these named persons, report to either the Executive Headteacher, Head of Primary or Head of Secondary.

In the event the identified people are not available and there is a safeguarding concern, please refer to Children's Initial Contact Point on 01274 433999

On receipt of the information the DSL should take the following steps:

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay **Tel: 01274 433999**

Out of hours Emergency Duty Team **Tel: 01274 431010**

Where the DSL is not sure whether it is a child protection issue, they may seek advice from the Education Safeguarding Team **Tel: 01274 437043**

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long, and how and to whom you should feedback information.

Remember to always make and keep a written record of all events and actions taken, date and sign each entry to this record.

Keep records confidential and secure and separate from the child's curriculum file.

Always demonstrate professional curiosity by following up with the DSL whether action has been taken and where appropriate how it has been resolved.

Staff should not assume a colleague, or another professional, will take action and share information that might be critical in keeping children safe.

Always remember, safeguarding is everyone's responsibility.

USEFUL CONTACT NUMBERS

Children's Initial Contact Point without delay Tel: 01274 433999

Emergency Duty Team 01274 431010

Education Safeguarding Team: 01274 437043

NSPCC Whistleblowing Helpline: 0800 0280285

Appendix12

Further information (websites) for future reference

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

Keeping Children Safe in Education (2020) - https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Child Abuse Concerns for Practitioners - https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Child Sexual Exploitation (CSE)- https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

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

Domestic violence - https://www.gov.uk/domestic-violence-and-abuse

Drugs - https://www.gov.uk/government/publications/drugs-advice-for-schools

Fabricated or induced illness - https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

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

Female Genital Mutilation (GGM) - https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines

Forced marriage - https://www.gov.uk/forced-marriage

Gangs and youth violence - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf

Violence against women and girls (VAWG) - https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk

Radicalisation - https://www.gov.uk/government/publications/channel-guidance

Sexting - http://ceop.police.uk/

Teenage relationship abuse – https://www.gov.uk/government/collections/this-is-abuse-campaign

Trafficking - https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance