

<b>Document Title</b>	<b>Child Protection and Safeguarding Policy</b>
<b>Author/Owner (Name and Title)</b>	Sara Graham – Strategic Director
<b>Version Number</b>	V2
<b>Date Approved</b>	11 <sup>th</sup> October 2021
<b>Approved By</b>	MLT Board

<b>Policy Category</b>  (Please Indicate)	<b>1</b>	Trust/Academies to use without amendment
	<b>2</b>	<b>Academy specific appendices</b>
	<b>3</b>	<b>Academy personalisation required (in highlighted fields)</b>




### Summary of Changes from Previous Version




<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note/Summary of Revisions</b>
V1.4	6/5/21	SGR	Minor amendments/additional paragraph to reflect the emphasis on 'County Lines'
V2	30/9/21	SGR	Complete re-write to include KCSIE 2021 version.

## CONTENTS

1. IMPORTANT CONTACTS FOR WATH ACADEMY .....	4
2. AIM .....	6
3. DEFINITIONS .....	7
4. STATEMENT OF INTENT .....	7
5. EQUALITY STATEMENT.....	9
6. ROLES AND RESPONSIBILITIES .....	9
7. ABUSE AND NEGLECT .....	16
8. SPECIFIC SAFEGUARDING ISSUES .....	18
9. CONTEXTUAL SAFEGUARDING .....	31
10. CHILDREN AT INCREASED RISK OF ABUSE .....	35
11. PROCEDURES FOR MANAGING CONCERNS .....	39
12. WORKING WITH PARENTS/CARERS .....	40
13. STAFF TRAINING AND POLICIES.....	41
14. RECORDS AND INFORMATION SHARING .....	42
15. SAFER RECRUITMENT & DBS CHECKS.....	42
16. STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE' .....	47
17. ALLEGATIONS OF ABUSE MADE AGAINST STAFF .....	48
18. LEGAL FRAMEWORK .....	54
APPENDIX 1: RESPONSIBLE STAFF/GOVERNORS .....	55
APPENDIX 2: WHAT TO DO IF YOU SUSPECT OR ARE INFORMED OF A CHILD PROTECTION ISSUE OR HAVE A CONCERN .....	57
APPENDIX 3: WHAT TO DO IF A CHILD MAKES A DISCLOSURE .....	59
APPENDIX 4: WHEN TO MAKE A REFERRAL TO THE LOCAL AUTHORITY CHILDREN'S SOCIAL CARE .....	60
APPENDIX 5 - USEFUL CONTACT NUMBERS AND E-MAIL ADDRESSES/WEBSITES: .....	62
APPENDIX 6 - SAFEGUARDING DURING THE CORONAVIRUS (COVID-19) PANDEMIC CONTEXT .....	63
APPENDIX 7: CONTEXTUAL SAFEGUARDING: LOCAL RISK ASSESSMENT.....	65

## 1. IMPORTANT CONTACTS FOR WATH ACADEMY

<b>Role</b>	<b>Name/Photo</b>	<b>Contact Details</b>
Principal	Liam Ransome 	<a href="mailto:lransome@wathacademy.com">lransome@wathacademy.com</a>
Designated Safeguarding Lead (DSL) and Designated Teacher for Looked After Children	Rachael Gillatt 	<a href="mailto:rgillatt@wathacademy.com">rgillatt@wathacademy.com</a>
Deputy Safeguarding Lead (DDSL)	Karen Smallwood 	<a href="mailto:ksmallwood@wathacademy.com">ksmallwood@wathacademy.com</a>

Safeguarding Officer	<p>Emma Haigh</p> 	<p><a href="mailto:ehaigh@wathacademy.com">ehaigh@wathacademy.com</a></p>
Safeguarding Officer and E-Safety Co-ordinator	<p>Emma King</p> 	<p><a href="mailto:eking@wathacademy.com">eking@wathacademy.com</a></p>
Chair of Governors	<p>Andy Battle</p> 	<p><a href="mailto:abattle@wathacademy.com">abattle@wathacademy.com</a></p>

Link Safeguarding Governor	<p>Jayne Dickson</p> 	<p><a href="mailto:jdickson@wathacademy.com">jdickson@wathacademy.com</a></p>
Trust Safeguarding Lead	<p>Sara Graham</p> 	<p><a href="mailto:sgraham@maltbylearningtrust.com">sgraham@maltbylearningtrust.com</a></p>
Safeguarding Trustee		

## 2. AIM

The Academy aims to embed a whole school approach to child protection and safeguarding, and to ensure:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff, including Trustees, governors, volunteers and temporary staff, are aware of their statutory responsibilities with respect to child protection and safeguarding.
- Staff are properly trained in recognising and reporting child protection and safeguarding issues.
- All staff, visitors, contractors, external activity providers and parents/carers have access to the Policy and work together in the best interests of children to keep them safe, well and protected from harm.
- Children feel supported in seeking support and their voice is actively sought.

### 3. DEFINITIONS

Keeping Children Safe in Education (September 2021) defines Safeguarding and promoting the welfare of children as follows:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Children refers to anyone under the age of 18.

Safeguarding refers to the actions we take for all children to promote their welfare.

Child Protection refers to the actions we take when children are suffering, or likely to suffer, significant harm. Child Protection therefore falls under the wider remit of safeguarding but is a crucial element in protecting children from harm.

### 4. STATEMENT OF INTENT

The Academy recognises that safeguarding is everyone's responsibility. No one person can have oversight and knowledge of everything that is happening in children's lives and it is therefore vital that the Academy maintains good working relationships with everyone who has contact with children including the children themselves, parents/carers, wider community and external agencies, particularly the 3 statutory safeguarding partners:

- The Local Authority
- The Clinical Commissioning Group
- The Police

Good working relationships include timely information sharing processes which assist in identifying, assessing and responding to concerns in a manner which promotes the welfare of children and keeps them safe by intervening early with the right support at the right time. The Academy will be fully engaged, involved, included and act in accordance with local safeguarding arrangements, following its statutory duty to cooperate with local safeguarding partners when named as a relevant agency. The Academy will work through the Early Help process, contribute to multi-agency plans to provide additional support and allow access for social workers from the Local Authority when a section 17 or section 47 assessment is being conducted or considered.

The Academy takes the stance of 'it could happen here' and ensures that all staff are equipped with the knowledge and training which enables them to employ professional curiosity when they have any suspicion of children protection and safeguarding concerns. We take a whole school preventative approach to child protection and safeguarding which is committed to promoting the welfare of all children both inside and outside of the school premises; in line with safeguarding legislation and statutory guidance this is achieved by:

- Ensuring that all staff, including Trustees, governors, volunteers and temporary staff, understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching children how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Ensuring that all staff are aware of the wider risks and issues in the community in line with contextual safeguarding.

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the Principal and any new staff, Trustees, governors and/or volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Providing a robust induction process for new members of staff, including temporary members of staff which reflects the above principles, includes training and the Academy's Code of Conduct.
- Providing individual and/or group supervision for Designated and Deputy Designated Safeguarding Leads

#### 4.1 INFORMATION SHARING AND CONFIDENTIALITY

The Academy understands that while the UK GDPR and the Data Protection Act (DPA) 2018 place a duty on schools to process personal information fairly and lawfully, they also allow information to be stored and shared for safeguarding purposes. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The DPA 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL or DDSL. The DSL or DDSL will have due regard for the serious harms test when making decisions about information sharing.

For more information refer to Information sharing: advice for practitioners ([publishing.service.gov.uk](https://publishing.service.gov.uk))

#### 4.2 EARLY HELP

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Staff will be particularly alert to children who are:

- Disabled, have certain health conditions and/or have specific additional needs.
- Have special educational needs (whether or not they have a statutory education, health and care plan).
- Have mental health needs.
- Are young carers.
- Are showing signs of being drawn into or engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing, or going missing from care or from home.
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol themselves.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have returned home to their family from care.



- Are privately fostered.
- Have family members in prison, or are affected by parental offending.
- Are at risk of Honour Based Abuse (HBA), such as Female Genital Mutilation (FGM) or forced marriage.
- Are persistently absent from education, including persistent absences for part of the school day.
- Are showing early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is indicated, including liaising with other agencies and setting up an inter-agency assessment as appropriate and in line with local early help processes. Other staff, including the wider inclusion team, may be required to support other agencies and professionals in an early help assessment, and in some cases act as the lead practitioner. The DSL will keep any such cases under constant review, including the monitoring of any interventions, and give consideration to a referral to the Local Authority Children's Social Care for a statutory assessment if the child's situation is not improving or is worsening.

## 5. EQUALITY STATEMENT

The Academy recognises that some children are particularly vulnerable, at increased risk of abuse and that additional barriers may exist for some children in respect of recognising or disclosing that they are suffering, or are at risk of suffering abuse. The Academy has due regard for all children, extending an equal level of protection which is cognisant of a child's diverse circumstances and barriers they may face, and which reflects anti-discriminatory practice. We are particularly aware that the following children may be vulnerable:

- Children with special education needs and disabilities (SEND) and/or health conditions.
- Children with other protected characteristics (e.g. race, religion, gender) identification, sexuality) which might lead to them being discriminated against.
- Children who have English as an additional language.
- Children who are asylum seekers.
- Children who are young carers.
- Children known to be living in difficult situations (e.g. temporary accommodation or in households where there are issues such as substance abuse or domestic abuse).
- Children at risk of FGM, Forced Marriage, Exploitation or Radicalisation.
- Children who are at risk due to their own and/or a family member's mental health needs.
- Children who are looked after, previously looked after or otherwise have a social worker involved.
- Children who are missing from education.
- Children whose parent/carer has expressed an intention to remove them from school to be home educated.

## 6. ROLES AND RESPONSIBILITIES

### 6.1 ALL STAFF

It is the responsibility of every member of staff, including Trustees, governors, volunteers, temporary staff and regular visitors to the Academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at the Academy. This includes the responsibility to provide a safe environment in which children and young people can learn.

All staff are expected to:

- Read Part One and Annex B of Keeping Children Safe in Education 2021, confirm they understand and can apply the principles in everyday practice.
- Read Part Five of Keeping Children Safe in Education 2021: Child on child sexual violence and sexual harassment.
- Read the updated Child Protection and Safeguarding Policy, confirm they understand and can apply the principles in everyday practice.
- Complete training, including Educare online modules, as directed by the DSL; this includes further child protection training, online safety and PREVENT training.
- Receive and understand child protection and safeguarding updates which are delivered through a variety of mediums.
- Maintain an attitude of 'it could happen here' and act in the best interests of children.

All staff will be aware of:

- Wider policies which support the Child Protection and Safeguarding which include, but are not limited to:
  - The Attendance Policy
  - The Behaviour Policy
  - The Anti-Bullying Policy
  - The E-Safety Policy
  - The Looked After and Previously Looked After Children Policy
- The identity of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads.
- The role of Early Help and being able to identify when children might benefit from intervention.
- Their role in pro-actively identifying emerging problems, knowing the procedures for reporting concerns and doing so promptly, and liaising with the safeguarding team in school and/or other professionals if required.
- How to refer concerns to the Local Authority Children's Social Care and/or Police if a situation is deemed urgent, with the risk of serious harm to a child, and a member of the safeguarding team cannot be located, and informing the DSL of these actions in retrospect.
- What to do if a child discloses they are being abused, neglected and/or exploited and of their statutory duty in respect of FGM.
- How to maintain appropriate levels of confidentiality when dealing with children at risk of or suffering harm.
- The signs of different types of abuse and neglect as well as specific safeguarding issues such as peer-on-peer abuse, child sexual exploitation, child criminal exploitation, risk of serious violent crime, honour-based abuse (HBA) including FGM and radicalisation.
- The potential impact of adverse childhood experiences on mental health and correlation with risk taking behaviour, and with domestic abuse and/or substance misuse in the home as well as poor parental/carer mental health.
- The risks associated with online technology including the consensual and non-consensual sharing of nudes, semi-nudes and/or sexually explicit videos by children.
- The risks associated with children missing education, or potentially being withdrawn from school by parents/carers for home education.
- The importance of reassuring victims that they are being taken seriously, that they have done the right thing in disclosing concerns and should never feel ashamed, and that they will be supported and kept safe .

## 6.2 THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding LEAD (DSL) is a member of SLT and responsible for child protection and safeguarding at the Academy, including online safety. The DSL and Deputy DSL's (DDSL's) will

be available during term time and within school hours to discuss safeguarding concerns and to make decisions about concerns which might include:

- Managing any support for the child internally through existing pastoral and inclusion processes.
- Undertaking an early help assessment.
- Making a referral to statutory services where the children might be in need or suffering, or is likely to suffer harm.

In certain circumstances the DSL, DDSL's, Principal or Trust Safeguarding Lead may be contactable by email or other discrete means outside of these hours and in school holiday periods.

The DSL is given the time, funding, training, resources and support to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so, including Early Help assessments.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To the Local Authority Children's Social Care where abuse and neglect are suspected, and support staff who make referrals to Children's Social Care. This includes enquiries relating to the Channel programme where radicalisation concerns arise.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the three safeguarding partners.
- Liaise with the Principal (where the DSL is not the Principal) to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the Deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the Principal (where the DSL is not the Principal) and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Principal (where the DSL is not the Principal), members of SLT and other relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- Ensuring that key staff know which children have or had a social worker, and that they understand the confidential nature of this information.
  - Understanding the academic progress and attainment of these children.
  - Maintaining a culture of high aspirations for these children.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these children reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these children are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
  - Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
  - Ensure that a record is kept of when files have been transferred to a new school, including information on how the files was shared and by what means; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
  - Ensure each member of staff has access to and understands the Academy's Child Protection and Safeguarding Policy and procedures, including during the induction process for new members of staff.
  - Work with the Trust Board and Local Governance Committee to ensure the Academy's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
  - Ensure the Academy'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 safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
  - Undergo training which includes PREVENT awareness, and update this training at least every two years, and to ensure that any named DDSL's also attend and update their training every two years.
  - Obtain access to resources and attend any relevant or refresher training courses.
  - Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties children may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
  - Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
  - Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
  - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
  - Keep detailed, accurate, secure written records of concerns and referrals which include a clear account of concerns, actions and decisions taken to follow up, resolve and reach an outcome, and understand the purpose of this record-keeping; these records will be sampled periodically by Executive Leaders.

- Carry out their role in accordance with the responsibilities outlined in Annex C of Keeping Children Safe in Education 2021

### 6.3 THE LOCAL GOVERNANCE COMMITTEE AND TRUST BOARD

The Local Governance Committee in the Academy, and the Trust Board for the organisation, takes strategic leadership for the safeguarding arrangements in the Academy and is accountable for ensuring the effectiveness of this and other appropriate policies and that procedures described are in place. Although the Local Governance Committee takes collective responsibility to safeguard and promote the welfare of our students, there is also a named link governor who champions safeguarding within the Academy (this is a different person to the DSL), liaises with the Principal and Designated Safeguarding Lead and is able to provide information and reports to the Local Governance Committee. The Maltby Learning Trust also has a Trustee with leadership responsibility for safeguarding across the organisation.

The Maltby Learning Trust Board and Local Governance Committee will ensure that:

- The Academy Principal, members of the SLT and both DSL's and DDSL's read Keeping Children Safe in Education 2021 in its entirety: [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/keeping-children-safe-in-education-2021.pdf)
- The Academy Principal, members of the SLT and both DSL's and DDSL's read Keeping Children Safe in Education 2021 in its entirety: Sexual Violence and Sexual Harassment between Children in Schools and Colleges September 2021: [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges-september-2021.pdf)
- The Academy takes a whole-school approach to safeguarding, and that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- The safeguarding policy is in place and is reviewed annually, is available publicly via our Academy website and has been written in line with 'Keeping Children Safe in Education 2021', Local Authority advice and the requirements of the Rotherham/Doncaster Safeguarding Children Partnership (LSCP) policies and procedures.
- The Principal is held to account for the effective implementation of the Child Protection and Safeguarding Policy.
- The Academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018) and section 14B of the Children Act 2004; this means working with the three safeguarding partners and other services to promote the welfare of children and young people and protect them from harm, including the sharing of relevant information.
- The Academy contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments).
- The Academy complies with its duties under child protection and safeguarding legislation including the maintenance of child protection files and taking measures to secure more than one emergency contact number for each child.
- The Academy has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counterterrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The Academy has due regard to the mandatory reporting duty, which came into force in October 2015, of the Female Genital Mutilation Act 2003 which places a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team in the Academy is designated to take the lead responsibility for safeguarding and child protection as a specific part of their role description, and that there is a named deputy member of staff identified to deal with any

issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children including due regard to relevant data protection principles that allow them to share and withhold personal information.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One, Annex B and Part Five of Keeping Children Safe in Education 2021 and the Academy's Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The Academy Governors will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Learners First, Governor Development Service or other local training providers as well as Educare Online Learning.
- Where there is a safeguarding concern, 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 to enable children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- That children are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that there are procedures in place to handle children's allegations against other children.
- 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 peer-on-peer abuse.
- Guarantee that volunteers are appropriately supervised.
- 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 (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard 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, neglect or exploitation, and prevent the risk of their disappearance in future.  
Procedures are in place for dealing with allegations against members of staff, including governors, volunteers, supply teachers and agency staff in line with Part Four of Keeping

Children Safe in Education 2021 and RSCP guidance  
[www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com) including:

- 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.
- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate
- Safer recruitment practices are followed in accordance with Part Three of 'Keeping Children Safe in Education' (2021) and also Chapter 5.1 of RSCP Child Protection Procedures.  
[www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com) including:
  - Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
  - 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 all members of the local governance committee have been subject to an enhanced DBS check
- The Trustees/Academy Governors remedy without delay any weakness in regard to the Academy safeguarding arrangements that are brought to their attention.
- The Trustees/Academy Governors ensure all relevant persons are aware of the Academy's local safeguarding arrangements, including the local governance committee itself, the SLT and DSL.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

Safeguarding will be a standing item on Local Governance Committee agendas. Governors will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the Academy. There will be a minimum of one full safeguarding report from the Designated Safeguarding Lead annually. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children.

## 6.4 THE PRINCIPAL

The Academy Principal will ensure that the above policies and procedures, adopted by the Trust, are fully implemented and followed by ALL staff and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Principal is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL), or acting in this role themselves.
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role.
- Providing the time, funding, training, resources and support to the DSL and Deputy DSL to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children and young people.

- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction, and understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Ensuring that all staff, including governors, volunteers, supply teachers and agency staff feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff, including governors, volunteers, supply teachers and agency staff. This would include transferable risks, relating to incidents outside the Academy which might not include children, but which meet the Harm Test.
- Ensuring that if any allegations of a safeguarding nature are raised about a Supply Teacher, who is not directly employed by the Academy, this will be dealt with properly by the Academy. The Academy will not cease to use the supply teacher without finding out all the facts and liaising fully with both the employing agency and the LADO to determine a suitable outcome. This may include decisions relating to whether to suspend the supply teacher or redeploy them to another part of school while investigations are underway.
- Ensuring the Academy is aware of and will follow the local safeguarding arrangements.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Appointing a Designated teacher who has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), 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, and ensuring these duties are effectively discharged.

## 7. ABUSE AND NEGLECT

All staff will be aware of and be vigilant to the indicators of abuse and neglect, will know the appropriate actions to take following a child being at risk of abuse, and raise concerns promptly with the DSL. They will be aware that safeguarding incidents and/or behaviours associated with factors outside the school can/or can occur between children outside of these environments. This includes being aware that children can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Abuse is defined as 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 by others, e.g., via the internet. Abuse can take place wholly online (including cyberbullying and the sharing of indecent images), or technology may be used to facilitate offline abuse. Abuse may take place online and offline concurrently. Children may be abused by one or multiple adults or another child or children. Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap across different categories of abuse. The four different categories of abuse are defined as:

### 7.1 PHYSICAL ABUSE

Physical abuse involves actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical



abuse can also occur outside of the family environment. Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained bruises or cuts, burns or scalds or bite marks

## 7.2 EMOTIONAL ABUSE

Emotional Abuse is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying and online bullying through social networks, online games or mobile phones by peers, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may also occur alone. Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

## 7.3 SEXUAL ABUSE

Sexual abuse is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and regardless of whether the child is aware of what is happening. This 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. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be perpetrated by people of any gender and age; it is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse is any sexual activity with a child. Many children who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. It is important to remember that child sexual exploitation is a form of sexual abuse (see further information below).

Sexual abuse can have a long-term impact on mental health. Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games.

- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

## 7.4 NEGLECT

Neglect is defined as 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, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- Neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse and it is not always straightforward to identify. It is important that staff remain alert and do not miss opportunities to take timely action. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the **following** signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care.
- Parents who fail to seek medical treatment when their children are ill or are injured.

## 8. SPECIFIC SAFEGUARDING ISSUES

Staff are made aware of the following specific safeguarding issues through regular training opportunities including Educare Online Learning, presentations on inset days, regular safeguarding bulletins and team meetings. Staff are aware that any concerns must be raised with the DSL/DDSL's and a written account provided which is factual and accurate, and either recorded on the CPOMS system or emailed to the safeguarding team. They are aware of the locally based Early Help Team, of the 3 safeguarding partners, and that referrals can be made directly to social care if there is difficulty in locating the DSL or DDSL's when a concern is urgent:

Rotherham Multi-agency Safeguarding Hub (MASH): 01709 336080

Doncaster Children's Trust: 01302 737777

### 8.1 . DOMESTIC ABUSE

The Domestic Abuse Act 2021, defines domestic abuse as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. '**Abusive behaviour**' includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. '**Personally connected**' includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

Types of domestic abuse therefore include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. In some instances, children may have had to leave the family home and may blame themselves for the abuse. The Academy recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse; this can include serious, long-lasting emotional and psychological impact on children.

All staff will be aware of the signs of domestic abuse and follow appropriate safeguarding procedures where concerns arise.

### 8.1.1 Operation Encompass

The Academy is supporting an initiative called 'Operation Encompass;' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children's Partnership. Operation Encompass has been designed to provide support for any child in school who may be affected by a domestic abuse incident where the police have attended. The DSL or Deputy DSL in the Academy will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable the Academy to monitor children possibly affected and, where required, support if necessary. This will remain confidential; no information about specific incidents is shared with school. The Academy will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident. The Academy is committed to offering the best support possible for our children and we believe Operation Encompass enhances the safeguarding within school, and is beneficial for all those involved. Further information on Domestic Abuse and the impact on children are contained within Annex B of 'Keeping Children Safe in Education 2021' and also in Chapter 2.2.8 of the RSCP child protection online procedures: [www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

## 8.2 HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DDSL's will be aware of contact details and referral routes in to the local housing authority so they can raise or progress concerns over homelessness at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care. It is also understood that for 16 and 17 year olds, homelessness may not be family based and referrals will be made to social care as necessary where concerns are raised

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

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

## 8.3 SO-CALLED 'HONOUR-BASED' ABUSE (INCLUDING FGM AND FORCED MARRIAGE)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will then follow local safeguarding procedures.

### **8.3.1 Female Genital Mutilation (FGM)**

FGM is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM typically takes place between birth and around 15 years old. The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl may be observed as:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school, or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider).
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl may be observed as:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman".
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period; summer holiday periods are times of heightened risk.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Having parents who attempt to withdraw her from learning about FGM in PSHE.

- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

If staff 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 the Local Authority Children's Social Care and/or the Police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements. As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally 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 Children's Social Care as appropriate. This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, the DSL will follow local safeguarding procedures.

More information on these issues is contained in Annex B of Keeping Children Safe in Education (2021) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham Safeguarding Children Partnership (RSCP) Child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

### 8.3.2 Forced marriage

Forcing a person into marriage is a crime and is a form of HBA. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND.

Staff will receive training around forced marriage and the presenting symptoms. The Academy is aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the child about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the child:

- 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.

## 8.4 PREVENTING RADICALISATION

The Academy has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to protect children and young people from

being drawn into extremism and terrorism. This forms part of the Academy's wider safeguarding obligations.

The Academy understands the following definitions:

- **Extremism** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to protect and prevent children from being drawn into terrorism and radicalisation. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

The Academy will ensure that they engage with parents 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. Any concerns over radicalisation will be discussed with the child's parents, unless the Academy has reason to believe that the child would be placed at risk as a result.

In the Academy we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain; this can be evidenced in both the RSHE curriculum and the tutor time programme. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home. This is evidenced in our E-Safety policy on the website.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in children's behaviour. The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.

- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour; staff should have confidence in their instincts and seek advice if something feels wrong. If staff are concerned about a child, they should speak to the DSL to agree a course of action. If the DSL or DDSL is not available then the staff member should speak to a member of SLT or seek advice from the Local Authority Children's Social Care, including making a referral if necessary. Ordinarily, the DSL will discuss with Children's social care the need for a referral to Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. Schools can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk).

In an emergency, the DSL or another member of staff should call 999 or the confidential anti-terrorist hotline on 0800 789 321 if they:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

More information on Prevent and Channel is contained in Annex B of Keeping Children Safe in Education (2021) and Chapter 2.1.7 of the Rotherham LSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

## 8.5 PEER ON PEER ABUSE

The Academy recognises that children can abuse other children and takes a zero tolerance approach to all forms of abuse, including peer-on-peer abuse. Peer-on-peer abuse is defined as abuse between children and therefore occurs where everyone directly involved is under the age of 18. Peer on peer abuse therefore occurs when a young person is exploited, bullied and / or harmed by a peer, or a group of their peers who are the same or similar age; 'peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Peer-on-peer abuse can occur between children of any age and gender, both inside and outside of school, as well as online. At the Academy, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children. All staff in the Academy are aware that safeguarding issues can manifest themselves via peer-on-peer abuse which is likely to include one or more of the following elements:

- Bullying, including online/cyber bullying and prejudice-based or discriminatory bullying.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may also include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages sexual violence; – the Academy will follow guidance in Part 5 of Keeping Children Safe in Education (2021) on how to manage reports of child-on-child sexual violence and sexual harassment (see below).
- Sexual harassment, such as sexual comments, remarks, jokes and including online sexual harassment which may be standalone or part of a broader pattern of abuse; – the Academy will follow guidance in Part 5 of Keeping Children Safe in Education (2021) on

how to manage reports of child-on-child sexual violence and sexual harassment (see below).

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting, also known as the consensual and non-consensual sharing of nude and semi-nude images and/or videos (Further guidance is provided by the UK Council for Child Internet Safety (UKCCIS) published in 2020: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people).
- Initiation (sometimes referred to as 'hazing') type violence and rituals/gang activity; this can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
- Forcing someone to use drugs or alcohol.
- Abuse within intimate personal relationships between peers.

All staff in the Academy are clear about the action to take where concerns about peer-on-peer abuse arise, including speaking to the DSL. All staff understand their role in preventing peer-on-peer abuse and responding where they believe a child is at risk from it; this will include always reassuring victims that they are being taken seriously, that they have done the right thing in reporting it, that there is no reason for them to feel ashamed, that they will be supported and kept safe. Children are made aware of how to raise concerns or make a report and how any such report will be handled. This includes the process for reporting concerns about friends or peers.

All staff are aware that students of any age and sex are capable of abusing their peers, understand the importance of challenging inappropriate behaviour and will never tolerate abuse as "banter" or "part of growing up". We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Academy Anti-Bullying and Behaviour for Learning Policies, alongside Safeguarding procedures. The Academy undertakes to provide support for victims of peer-on-peer abuse and apply sanctions as appropriate in respect of perpetrators, which may include statutory agencies such as the police and/or social care, but will also seek to understand reasons for the perpetrator's behaviour and consider supportive interventions. Staff are aware that there is often a gendered nature to peer-on-peer abuse; females may be more affected by sexualised or aggressive touching or grabbing while males may be more affected by initiation or hazing type violence.

All staff are additionally aware of the heightened vulnerability of pupils with SEND. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. Likewise, staff are aware of the heightened vulnerability of LGBTQ+ children. In some cases, children who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ children. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex. The Academy is aware that evidence suggests children with SEND and/or identifying as LGBTQ+ are more likely to be abused or targeted by their peers.

Staff will be particularly mindful of the mantra 'it could happen here' and be aware that victims of peer-on-peer abuse may not always make a direct report. It is therefore important to be vigilant to the following, and report to the DSL if:

- A child shows signs or act in ways they hope adults will notice and react to.
- A friend makes a report.
- A member of staff overhears a conversation.
- A child's behaviour might be indicative that something is wrong.
- A child is harming a peer, this could also be a sign that the child is being abused themselves.

### **8.5.1 Sexual Violence and Sexual Harassment**



Sexual violence and sexual harassment can occur between two children of any age and sex, or through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can take place online and offline, be both physical and verbal, and are likely to take place on a continuum; they may co-exist and overlap. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing and the experience is likely to adversely affect their mental health and educational attainment. Sexual violence and sexual harassment are never acceptable. The Academy takes all incidents of peer-on-peer abuse including sexual violence and sexual harassment seriously and ensures victims are taken seriously and offered appropriate support. The Academy ensures staff are aware of the gendered nature of peer-on-peer abuse, particularly in respect of sexual violence and sexual harassment, and that girls are more likely to be victims while recognising that other groups of vulnerable children are also potentially more at risk, including children with SEND and those identifying as, or perceived as being LGBT. The Academy is clear on the following points:

- Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- Sexual violence or sexual harassment can never be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Behaviours such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts will always be challenged and potentially treated as a criminal matter.
- Dismissing or tolerating any of the above behaviour's risks normalising them and could make an individual complicit in a crime.

#### **8.5.1.1 Sexual Violence**

The Academy understands that **Consent** is about having the freedom and capacity to choose to engage in sexual activity. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that activity and have the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

Sexual violence refers to offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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: they intentionally penetrate the vagina or anus of another person (B) with a part of their 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: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

#### **8.5.1.2 Sexual Harassment**

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur online and offline, inside or outside of school. In the context of peer-on-peer abuse, this policy refers to child

sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment can include, but is not limited to:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (such as pulling down trousers, flicking bras and lifting up skirts), grabbing bottoms, breasts and genitalia, and displaying pictures, photos or drawings of a sexual nature. (the Academy will always consider whether these cross a line into sexual violence by talking to and carefully considering the experience of the victim)
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence which may include consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing unwanted explicit content; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats; and upskirting.

### **8.5.1.3 Upskirting**

Anyone of any gender or age, including children and adults, can be a victim of 'upskirting'. The Voyeurism (Offences) Act (commonly known as the Upskirting Act) came into force on 12 April 2019 and made 'upskirting' a criminal offence. 'Upskirting' is where someone operates equipment to record an image or take a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (whether exposed or covered with underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is not tolerated by the Academy and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

### **8.5.1.4 Response to Reports of Sexual Violence and Sexual Harassment**

In the first instance, staff receiving a report from a child will reassure the child that they have done the right thing and will be taken seriously, be supportive and respectful, listen carefully in a non-judgemental manner and ask open questions but not promise confidentiality. Notes should be made in an appropriate, factual fashion but in a way which does not interfere with the child's narrative. Where the concern includes an online element, due regard should be made to the searching, screening and confiscation advice (for schools) and UKCCIS advice (for schools and colleges). This is important in ensuring that unless it is unavoidable (in which case guidance in these documents should be followed), staff must not view or forward illegal images of a child (see separate section below). Ideally, two members of staff should be present while the report is being made including the DSL. If this is not possible, the DSL must be informed as soon as practically possible. The DSL will then formulate a risk assessment in response to a report of sexual violence, and on a case-by-case basis for sexual harassment to ensure adequate measures are in place to keep all children safe at the Academy, taking into account:

- the victim, especially their protection and support;
- the alleged perpetrator, including any support needs (KCSiE2021 states that disciplinary action and providing appropriate support are not mutually exclusive actions and should occur at the same time if necessary;) and
- all the other children (and, if appropriate, adult students and staff) at the Academy, especially any actions that are appropriate to protect them.

The DSL will at all times follow guidance outlined in Part 5 of Keeping Children Safe in Education (2021) by considering the wishes of the victim, the nature of the alleged incident, including whether it constitutes a crime, is a one-off incident or a sustained pattern of abuse and the development stage, ages of and any power imbalances between the children, taking into account any vulnerabilities such as disability or learning need. The DSL will then consider further actions, which might include one or more of the following scenarios:

- Internally managed.
- Early Help.
- Referral to social care.
- Reporting to the police (alongside referral to social care).
- Referral to the Children and Adolescent Mental Health Services (CAMHS).

Throughout the process, the Academy will liaise with all parties involved to adequately support both the victim and perpetrator, including assessing the proportionality of the response.

### **8.5.2 The consensual and non-consensual sharing of nude and semi-nude images and/or videos (known colloquially as sexting)**

The consensual and non-consensual sharing of nude and semi-nude images and/or videos is defined as the sharing between pupils of sexually explicit content, including indecent imagery. Indecent imagery is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing.
- A child touching themselves in a sexual way.
- Any sexual activity involving a child.
- Someone hurting a child sexually.
- Sexual activity that involves animals.

The Academy ensures that staff are aware to treat the sharing of nude and semi-nude images and/or videos as a safeguarding concern. Staff receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to children depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that children are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a child, they will refer this to the DSL as soon as possible. Where a child confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Not delete the imagery or ask the child to delete it.
- Not ask the child to disclose information about the imagery (this is the DSL's responsibility).
- Not share information about the incident with others members of staff, children, parents or carers.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the child that the incident will need to be reported.
- Respond positively to the child without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of children, including where there is an adult involved, where there is an intent to harm the child depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of children where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the Principal or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as 'aggravated', the situation will be managed in line with the Academy's safeguarding procedures including referral to the police and/or children's social care. This might include:

- The incident involved an adult.
- There is reason to believe that a child has been coerced, blackmailed or groomed
- If there are concerns about their capacity to consent (for example due to special educational needs).
- What the DSL knows about the images or videos suggest the content depicts sexual acts which are unusual for the child's developmental stage, or are violent.
- The imagery involved sexual acts and any child in the images or videos is under 13.
- The DSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes or semi-nudes, for example if the child is presenting as suicidal or self-harming.

Where the incident is categorised as 'experimental', the children involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a child, the DSL escalates the incident to the Local Authority Children's Social Care. Where indecent imagery of a child has been shared publicly, the DSL will work with the child to report imagery to sites on which it has been shared and will reassure them of the support available.

The DSL will also make decisions about whether there is a need to contact another school, college, setting or individual and whether to contact the parents/carers of the child/children involved.

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded in accordance with the Academy's recording procedures, including decisions made in responding to them.

### **8.5.3 A Preventative Approach**

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the Academy will educate students about abuse, its forms and the importance of

discussing any concerns and respecting others through the curriculum, assemblies and Lifeskills/PSHE lessons. The Academy will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Lifeskills/PSHE lessons, RHSE 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.
- Consent.
- That sexual violence and sexual harassment is always wrong.
- Addressing cultures of sexual harassment. Students will be allowed an open forum to talk about concerns and sexual behaviour which include the sharing of nudes and semi-nudes, and how to manage request or pressures to provide or forward such images.
- They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

More information on peer-on-peer abuse/sexual violence is contained in Part 5 and Annex B of Keeping Children Safe in Education (2021) and Chapter 2.1.3 of the RSCP child protection online procedures - [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

## 8.6 ONLINE SAFETY

The use of technology has become a significant component of many safeguarding and wellbeing issues. The Academy recognises the importance of safeguarding children from potentially harmful and inappropriate online material. To address this, our Academy aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on the following 4 categories of risk:

**Content** – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, self-harm, suicide, racist, misogynistic, anti-Semitic, radical and extremist views.

**Contact** – being subject to harmful online interaction with others; for example, peer-to-peer pressure, commercial advertising as well as adults posing as children or young people with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, or online bullying.

**Commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams

The Academy/Trust recognises that today's students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting

opportunities, but also challenges and risks. The Academy/Trust e-safety policy and day-to-day online e-safety procedures have due regard to the most recent DfE non-statutory guidance entitled 'Teaching online safety in school' (June 2019). This helps teach our students how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. At our Academies, we understand the responsibility to educate our students about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. This includes:

- The safe use of social media, the internet and technology.
- Keeping personal information private.
- How to recognise unacceptable behaviour online.
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

The Academy provides training for staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. This is regularly refreshed for all staff. All staff are aware of the E-Safety Policy which can be found on our website, and restrictions to using their own personal phones during the school day and will not take pictures or recordings of children on their personal phones or cameras. The Policy also outlines sanctions for staff where the Policy is not adhered to. The Academy Behaviour Policy also makes it clear that children are not permitted to use their personal phones while on the Academy site and outlines related sanctions if a child is in breach of this, or in breach of the acceptable use of the Academy's ICT systems or use of the internet. The Behaviour Policy also outlines the DfE's guidance on searching, screening and confiscation making it clear that staff have the power to search children's phones.

The Academy ensures that robust filtering and monitoring systems to limit children's exposure to the four categories of risk as outlined above from the Academy's IT systems. However, it also ensures that these systems do not cause 'over-blocking' which may lead to unreasonable restrictions as to what children can be taught online. The Trust conducts an annual review of the Academy's approach to online safety including a risk assessment which considers and reflects risks faced by our school community.

We also aim to educate parents and carers about online safety via our website, communications sent directly to them and during parents' evenings. We also ensure our safeguarding arrangements, including key personnel, are known so that they know how to raise concerns about online safety.

We have a Communications (Safe Use of ICT) Policy which can be found on our Academy website; all members of the school community are required to sign an agreement regarding the acceptable use of the internet in school, use of the Academy's ICT systems and use of their mobile and smart technology.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the Academy's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Principal will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the children's social workers, carers or adoptive parents to assess the needs and risks associated with the children.

A selection of useful links can be found on the safeguarding pages of our website and also in Annex D of Keeping Children Safe in Education (2021) and Chapter 2.1.6 of the RSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

## 9. CONTEXTUAL SAFEGUARDING

Safeguarding incidents can occur outside of school and outside of family homes and can be associated with extra-familial factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding. Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare; this might include (but not be limited to) child sexual exploitation, child criminal exploitation and serious youth violence. The school will provide as much contextual information as possible when making referrals to Children's Social Care.

Each MLT Academy is required to outline where they are situated in terms of public spaces, main and minor roads, whether these roads pose potential safety issues and whether students therefore need to have a good understanding of the green cross code and stranger danger awareness. This applies similarly to any MLT Academy which may be situated near a river, canal or area of water where understanding of water safety is needed. Each MLT Academy will document how staff communicate this awareness and understanding to students and parents. See Appendix 7 for the Academy's local risk assessment.

### 9.1 CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

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

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing and attempting to engage in conversation with children.

Children will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors, particularly as they grow older and are given more independence (for example, as they start walking to and from school on their own). These will focus on building children's confidence and abilities rather than simply warning them about all strangers.

### 9.2 CHILD CRIMINAL EXPLOITATION (CCE)

Keeping Children Safe in Education (2021) defines CCE and CSE as follows: 'Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.'

Victims of criminal exploitation may not be aware that they are being exploited and believe their activity to be consensual, particularly when there is no apparent violence or threats of violence. Whilst age may be the most obvious, the power imbalance described above 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. CCE can be physical and/or take place online, can be perpetrated by individuals and groups of any gender, by children and adults, and can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.

- Committing, or threatening to commit, serious violence to others.

The Academy recognises that children involved in CCE are victims themselves regardless of whether they have committed crimes and even if the criminal activity appears consensual, and that any gender is at risk of CCE. All staff will be aware of the indicators that a child may be the victim of CCE including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

The Academy understands that the experience of girls who are criminally exploited can be different to that of boy and the indicators might differ. However, children of any gender can be criminally exploited and may also be at higher risk of sexual exploitation.

### 9.3 COUNTY LINES

County Lines refers to organised criminal networks and gangs involved in exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK using dedicated mobile phone lines or other form of 'deal line.'. Children can be targeted and recruited into county lines in a number of locations including educational establishments often through coercion, intimidation, violence (including sexual violence) and weapons. Children are being increasingly targeted and recruited online using social media. They might then be trapped into county lines activity by the creation of drug debts which need to be worked off and threats of serious violence and kidnap towards them and their families to ensure compliance and preventing them from leaving the county lines network. Children may be required to store drugs and money for the purpose of criminal activity but also recruited to move drugs and money between locations which might mean they are exposed to techniques such as 'plugging' where drugs are concealed internally in the body.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. If a staff member suspects a student may be vulnerable to, or involved in, county lines activity they will immediately report all concerns to the DSL who will then discuss with the Local Authority Children's Social Care as well as considering referral the National Referral Mechanism and other local providers and services who offer support to victims of county lines and exploitation

As well as the indicators above for CCE, all staff will be aware of the specific indicators that a child may be involved in county lines activity include the following:

- Persistently going missing from home, care and/or education and subsequently being found in areas away from their home.
- Excessive receipt of texts or phone calls which may suggest they are receiving requests for drugs.
- Moving drugs and/or handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging' as outlined above.
- Being found in accommodation they have no connection with (often called a 'trap house' or 'cuckooing') or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiter.
- Having their bank account used to facilitate drug dealing.
- Relationships with controlling or older individuals or groups.
- Having been the victim or perpetrator of serious violence eg knife crime and/or 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.

Further information on County Lines and Child Criminal Exploitation are contained in Annex B of Keeping Children Safe in Education 2021 and Chapter 2.1.2 of the RSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com) as well as the Academy website and guidance published by the Home Office

## 9.4 CHILD SEXUAL EXPLOITATION (CSE)

Keeping Children Safe in Education (2021) defines CCE and CSE as follows: 'Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.'

The Academy recognises that CSE can occur over time or be a one-off occurrence or a series of incidents over time, ranging from opportunistic or complex organised abuse. CSE can be physical and/or take place online, and can be perpetrated by individuals or groups of all genders, by children and adults, and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. The Academy recognises that CSE can affect any child who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes children aged 16 and above who can legally consent to sexual activity. The school will also recognise that children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Whilst age may be the most obvious, the power imbalance described above 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.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys under the age of 18. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in the Academy are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately, including liaising with the DSL and the Local Authority Children's Social Care.

Indicators of child sexual exploitation may include:

- Acquisition of unexplained gifts, money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Regular exclusion or unexplained absences from school, college or work, or not taking part in education.
- Leaving home/care or going missing without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Misusing drugs or alcohol and/or returning home under the influence of drugs/alcohol.
- Displaying sexual behaviours beyond expected sexual development.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups – having older boyfriends or girlfriends.
- Association with other young people involved in exploitation.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.

- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours, and
- Self-harm or significant changes in emotional well-being.
- Suffering from sexually transmitted infections.
- Becoming pregnant.

More information on CSE is contained in Annex B of Keeping Children Safe in Education (2021), Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the RSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

## 9.5 SERIOUS VIOLENCE

All staff, through training, will be made aware of the indicators which may signal that a child 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 (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation or sexual exploitation (see above)).

The most significant risk factors that could increase a student's vulnerability to becoming involved in serious violent crime are;

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

If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime they will report it immediately to the DSL.

More information on the criminal exploitation of children and serious crime can be found in Annex B of Keeping Children Safe in Education (2021) and also in Chapter 2.1.12 of the RSCP procedures online: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

## 9.6 CYBERCRIME

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

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting' (for example overwhelming a computer or network with internet traffic from multiple sources to render it unavailable).

- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and that children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. All staff will follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

## 9.7 MODERN SLAVERY

Modern Slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation including, forced labour, slavery, servitude, and the removal of organs.

All staff will be aware of and alert to the signs that a child may be the victim of modern slavery which might include indicators outlined above for exploitation as well as:

- no evidence of parental permission for the child to travel to the UK or stay with the adult.
- little or no evidence of any pre-existing relationship with the adult or even an absence of any knowledge of the accompanying adult.
- evidence of unsatisfactory accommodation arranged in the UK.
- having no access to their parents or guardians (although children may be living with their parents or guardians and still be exploited).
- looking intimidated.
- behaving in a way that does not correspond with behaviour typical of children their age.
- having no friends of their own age.
- having no time for playing.
- living apart from other children and in substandard accommodation.
- eating apart from other members of the "family".
- being given only leftovers to eat.
- being engaged in work that is not suitable for children.
- travelling unaccompanied by adults or in groups with persons who are not relatives.
- having child-sized clothing typically worn for doing manual work or forced prostitution.
- having toys, beds and children's clothing in inappropriate places such as brothels and factories.
- claims made by an adult that he or she has "found" an unaccompanied child.
- unaccompanied children carrying telephone numbers for calling taxis.
- the discovery of cases involving illegal adoption.

Staff and the DSL will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## 10. CHILDREN AT INCREASED RISK OF ABUSE

Some groups of children are at increased risk of abuse either through emotional difficulties, communication difficulties or family circumstances. The Academy is particularly aware of these

groups and specifically careful in ensuring they are safeguarded. Other children at increased risk of abuse including additional safeguarding issues are:

### 10.1 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The Academy understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children and young people. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration.
- Children and young people with SEND can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Being additionally vulnerable to online risks including grooming and radicalisation.

Where there are any concerns raised about the safety and welfare of a child or young person with SEND in the Academy, we will ensure that these will be treated in the same way as with any other child or young person, with careful consideration of any additional needs and being cognisant of the above factors. When managing a safeguarding issue relating to a child with SEND, the DSL will liaise with the Academy's SENCO, as well as the child's parents where appropriate, to ensure that the child's needs are met effectively.

More information on children and young people with SEND is contained in Part 2 of Keeping Children Safe in Education 2021, the NSPCC document 'We have the right to be safe – Protecting disabled children from abuse' (Oct 14) and Chapter 2.1.4 of the RSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

### 10.2 CHILDREN WITH A MENTAL HEALTH NEED

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand that while only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, and they should not attempt to do this themselves, they are nonetheless well placed to observe children day-to-day and identify those students whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. The Academy recognises it is imperative that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, they will notify the DSL or Deputy DSL of their concerns without delay. The Academy will access a range of advice to help them identify pupils in need of additional mental health support, including working with Rotherham MAST and external agencies.

Further information on children experiencing mental health issues can be found in the Department for Education document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf) and also chapters 2.1.8, 2.1.9 and 2.1.10 of the RSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

### 10.3 CHILDREN MISSING FROM EDUCATION (CME)

Knowing where children and young people are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issue including being at risk of victims of harm, exploitation and/or radicalisation, FGM or forced marriage, mental health problems or substance misuse. While there are many circumstances where a child may become missing from education, some children are particularly at risk of harm or neglect. These include children who are:

- At risk of harm or neglect.
- At risk of forced marriage or FGM.
- From Gypsy, Roma, or Traveller families.
- From the families of service personnel.
- Missing or run away from home or care.
- Supervised by the youth justice system.
- Cease to attend a school.
- From new migrant families.

All staff in the Academy understand the importance of regular attendance and our Academies have appropriate procedures to follow for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to indicators for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect and/or is missing from education, they will make the DSL aware of their concern immediately.

The Academy always follows up with parents/carers when children are not at school. This means the Academy requires at least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the Academy as soon as possible if the contact details change. The Academy informs the local authority of any child who fails to attend regularly or has been absent without the Academy's permission for a continuous period of 10 school days or more. Where children already have a social worker involved, the Academy makes daily contact with them when a child is absent. The Academy follows admission and transition procedures at outlined in the DfE Children missing Education Guidance 2016.

Rotherham Local Authority CME officers can be contacted at: 01709 254193

More information on children missing education is contained in Annex B of Keeping Children Safe in Education 2021 and Chapter 2.3.2 of the RSCP child protection online procedures: Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex B of 'Keeping Children Safe in Education 2021' along with information about the indicators of abuse contained in Chapter 1.2.1.4 of the RSCP child protection online procedures: [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)  
[www.rotherhamscbproceduresonline.com/index.htm](http://www.rotherhamscbproceduresonline.com/index.htm)

#### 10.4 CHILDREN WHO ARE ELECTIVELY HOME EDUCATED (EHE)

Parents may choose elective home education (EHE) for their children, many of whom may have an overwhelmingly positive experience. The Academy recognises that the decision to home educate is usually made with the child's best education needs at heart. However, for some children this may not be the case; EHE can mean that children are less visible to the services needed to safeguard and support them. In line with the Education (Pupil Registration) (England) Regulations 2006, the Academy will inform the local authority of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a child from the Academy for EHE, the Academy, in collaboration with the local authority and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the child has SEND, is vulnerable, and/or has a social worker

Rotherham Local Authority EHE officers can be contacted at: 01709 823804

#### 10.5 CHILDREN WHO ARE PRIVATELY FOSTERED

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child or young person under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. 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. Further information on Private Fostering can be found in chapter 2.3.7 of the RSCP child protection online procedures:  
[www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

#### 10.6 CHILDREN WITH FAMILY MEMBER IN PRISON

Children 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.

#### 10.7 CHILDREN REQUIRED TO GIVE EVIDENCE IN COURT

Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Children will be provided with the age appropriate 'Going to Court' booklet from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns:

5-11 years: [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](#)

12-17 years: [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](#)

#### 10.8 CHILDREN WHO ARE LOOKED AFTER OR PREVIOUSLY LOOK AFTER (LAC/PLAC)

A child who is looked after by a Local Authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the Local Authority. Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

Staff are given the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL is provided with the necessary details of children's social workers and the Virtual School Head, and, for PLAC, personal advisers. Every school is required to have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The

Designated Teacher for LAC can be found on the front of this policy. We have a separate LAC policy which can be found on the Academy website.

## 10.9 CHILDREN WHO NEED A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)

Children may need a social worker due to safeguarding or welfare needs. The Academy recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a child has a social worker, the DSL will always consider this fact as a matter of routine to ensure any decisions are made in the best interests of the child's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

## 11. PROCEDURES FOR MANAGING CONCERNS

The Academy adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are;

- Local Authority.
- Clinical Commissioning Group.
- The Chief Police Officer.

It is not the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy (see Appendix 2/3/4 for further information on how to report concerns and manage disclosures).

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in the Academy. Any member of staff or visitor to the Academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in immediate danger or risk of harm, a referral should be made to the Local Authority Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, the DSL should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in the Academy/Trust eg CPOMS/safeguarding email or written form (see Appendix 2).

Following receipt of any information raising concern, the DSL will consider as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with the RSCP procedures – Chapter 1.2 'Referring Safeguarding Concerns about Children' [www.rotherhamscb.proceduresonline.com](http://www.rotherhamscb.proceduresonline.com)

If, after a referral, the child's situation does not appear to be improving, we will consider following the appropriate LSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with the Local Authority Children's Social Care, or the Police, if the situation is an emergency and the DSL, their deputy and the Principal are all unavailable and they are convinced that a direct report is the only way to ensure the student's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff who does not feel the situation has been addressed appropriately at this point should contact the Local Authority Children's Social Care directly with their concerns.

If staff members have concerns about another staff member, including governors, volunteers, supply teachers and agency staff then this should be referred to the Designated Safeguarding Lead, Deputy DSL or Vice Principal who will liaise with the Principal.

Where there are concerns about the Principal this should be referred to the Chief Executive, Chair of Governors, or Trust Board.

Where there are concerns about the way that safeguarding is carried out in the Academy/Trust, staff should refer to our Whistleblowing Policy, which can be found on the Academy website.

## 12. WORKING WITH PARENTS/CARERS

The Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and young people, and to support them to understand our statutory responsibilities in this area. When new students join the Academy, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the Academy website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the Local Authority Children's Social Care. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and young people, and our aim is to achieve this in partnership with our parents. We will seek to share with parents any concerns we may have about their child unless to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Academy has about a child will not prevent the DSL making a referral to the Local Authority Children's Social Care in those circumstances where it is appropriate to do so. In order to keep children and young people safe and provide appropriate care for them, the Academy requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child or young person normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).



- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise i.e. illness, not being collected at the end of the school day, a child or young person going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child or young person from school (if different from the above).

The Academy will retain this information on the student file. The Academy will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the Academy has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

In the event of any complaints about safeguarding procedures in the Academy, the Complaints Procedures are accessible on the Academy website.

### 13. STAFF TRAINING AND POLICIES

All staff, including governors will receive regular safeguarding and child protection training at induction and receive updates, including on September inset day as required, and at least annually to provide them with relevant skills and knowledge to safeguard children effectively. The Maltby Learning Trust subscribes to the Educare Online Learning and staff, including governors are directed to complete specific modules which include Child Protection in Education, PREVENT and Online Safety. The training is:

- Integrated, aligned and considered part of the whole school approach and wider staff training and curriculum planning.
- In line with advice from the 3 safeguarding partners.
- Has regard to the Teachers' Standards to support the expectations that all teachers
  - Manage behaviour effectively to ensure a good and safe environment
  - Have a clear understanding of the needs of all children
  - Commit to training which includes Prevent to enable them to identify children at risk of radicalisation and being drawn into terrorism, and to challenge extremist ideas

To underpin the values and ethos of our Academies, and our intent to ensure that students at our Academies are appropriately safeguarded, additional mandatory policies and guidance which fall under the umbrella of safeguarding can be found on Academy websites. These include, but are not limited to:

- The Attendance Policy.
- The Anti-Bullying Policy.
- The Behaviour for Learning Policy.
- Education of Looked After and Previously Looked After Children.
- Educational Visits.
- Positive Handling Policy.
- RSHE Policy.
- SEND Policy.
- Visitor to the Academy Guidance.
- Equality Statement.
- Communications (Safe Use of ICT Policy).
- Data Protection Policy.
- E-Safety Policy.
- Protection of Biometrics Information Policy.
- Administering Medicines Policy.
- Children with Health Needs Who Cannot Attend School Policy.

- Supporting Pupils with Medical Needs Policy.
- Toileting and Intimate Care Policy.
- First Aid Policy.
- Fire Policy.
- Health and Safety Policy.
- Complaints Policy.
- Whistleblowing Policy.

## 14. RECORDS AND INFORMATION SHARING

The Academy maintains detailed and effective child protection records by using the digital CPOMS system. If staff are concerned about the welfare or safety of any child or young person at the Academy they will record their concern quickly via the safeguarding email address [wathacademy.com](mailto:wathacademy.com) with as great a degree of accuracy as possible. If they feel the concern is urgent, they should also seek to verbally inform the DSL or DDSL as soon as is possible.

Any external paper information recorded will be scanned into the CPOMS system with the paper original being kept in a separate named file, together (where relevant) with any archived paper records. These are stored in a secure cabinet and not with the child or young person's academic file. These files will be the responsibility of the DSL.

Child protection information will only be shared within the Academy on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. Documents not scanned and uploaded to CPOMS will be secured in the safeguarding files. They will include minutes of CP meetings. All other documentation is stored on CPOMS.

### 14.1 ACADEMIES MAINTAINING THE CPOMS SYSTEM

Concerns alerted to safeguarding are recorded through the CPOMS system. This will automatically log the name and the time and date of referral. Staff can record information into the CPOMS system, and any referral should be made as soon as possible after a concern has been raised to maintain the record's validity. The Principal, Vice Principal, DSL and DDSL and essential pastoral staff have merilock keys to enable them to access full safeguarding records kept digitally within the CPOMS system – these records are only accessed in closed offices and screen lock is used when necessary to maintain confidentiality.

Child protection information will only be kept on the CPOMS system and in no other place. In CPOMS schools, records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored in paper form or scanned digitally and added to CPOMS – under usual circumstances originals should be kept. Paper records from before the CPOMS system was instigated will be kept until a child reaches the age of 25.

## 15. SAFER RECRUITMENT & DBS CHECKS

### 15.1 RECRUITMENT AND SELECTION PROCESS

At all times, the Principal and Local Governance Committee will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of 'Keeping Children Safe in Education 2021'.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### **15.1.1 Advertising**

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children.
- That safeguarding checks will be undertaken.
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children.
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### **15.1.2 Application forms**

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).
- Include a copy of, or link to, our child protection and safeguarding policy.
- Make clear the policy regarding the employment of ex-offenders.

Applicants will be asked to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

### **15.1.3 Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them.
- Explore all potential concerns.

### **15.1.4 Seeking references and checking employment history**

We will aim to obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at or after interview. When seeking references we will:

- Not accept open references.
- Liaise directly with referees and verify any information contained within references with the referees, including where information is vague or insufficient.

- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations.
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed.
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children.
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate.
- Establish reasons for the candidate leaving their current or most recent post.
- Resolve any concerns before any appointment is confirmed.

### **15.1.5 Interview and selection**

When interviewing candidates, we will:

- Find out what attracted the candidate to the post, their motivation for working with children and explore their relevant skills and experience. Ask candidates if they are known to the police and/or children's social care and if confirmed so, ask candidates to give details.
- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this.
- Explore any potential areas of concern to determine the candidate's suitability to work with children.
- Record all information considered and decisions made.

## **15.2 PRE-APPOINTMENT VETTING CHECKS**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **15.2.1 New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity.
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK, including EU nationals. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they have teaching responsibilities.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
  - For all staff, including teaching positions: criminal records checks for overseas applicants.
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked.

- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state (Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers).

Where staff are working with children aged under 8 years, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

### 15.2.2 Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Staff are required to inform the Principal if there is a change in their circumstances which would impact on a DBS check, for example if they receive a criminal conviction.

### 15.2.3 Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made. Further information on visitors, including the different types of visitors and level of checks needed, can be found on the MLT Visitors to School Guidance which is provided to staff and made available on the Academy website.

### 15.2.4 Contractors

- We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:
- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months. Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.

### **15.2.5 Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **15.2.6 Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Schools with pupils aged under 8 add: Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **15.2.7 Local Governors, Trustees and Members**

All Local Governors, Trustees and Members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board will have their DBS check countersigned by the secretary of state. All proprietors, trustees, local governors and members will also have the following checks:

A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]

- Identity.
- Right to work in the UK.
- Other checks deemed necessary if they have lived or worked outside the UK.

### **15.2.8 Staff working in alternative provision settings**

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

### **15.2.9 Adults who supervise children on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **15.2.10 Children staying with host families**

Where the school makes arrangements for children to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people. Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

### **15.2.11 Use of the school premises for non-school activities**

Where the local governance committee hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep children safe.

Where the local governance committee provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the local governance committee will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The local governance committee will also ensure that there are arrangements in place to liaise with the Academy on these matters where appropriate. The local governance committee will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

### **15.2.12 Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the Academy to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of children. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Children's Social Care 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.

## **16. STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'**

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children and young people. There are circumstances, however, when it is

appropriate for staff in our Academies to use 'reasonable force' to safeguard children and young people.

'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or young person needs to be restrained to prevent violence or injury. Staff in the Academy will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Principal.

At the Academy, the chosen approach to the use of reasonable force is 'Team Teach'. The 'Team Teach' manual sets out the accepted approaches which can be taken to be use of reasonable force and when these can be applied.

## 17. ALLEGATIONS OF ABUSE MADE AGAINST STAFF

When managing allegations against staff, the Academy recognises the distinction between allegations that meet the harms threshold and allegations that do not, also known as 'low-level concerns.'

### 17.1 ALLEGATIONS THAT MAY MEET THE HARMS THRESHOLD

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates 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 – this includes behaviour taking place both inside and outside of school (transferable risk).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. A 'case manager' will lead any investigation. This will be the Principal, or the chair of governors/Executive Leader where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **17.1.1 Suspension of the accused until the case is resolved**

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the Academy so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children.
- Redeploying the individual to alternative work in the Academy so that they do not have unsupervised access to children.



- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative Academy within Maltby Learning Trust or other work for the local authority.

If in doubt, the case manager will seek views from the school's HR Officer and the designated officer at the local authority, as well as the Police and the Local Authority Children's Social Care where they have been involved.

### **17.1.2 Definitions for outcomes of allegation investigations**

**Substantiated:** there is sufficient evidence to prove the allegation.

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation.

**False:** there is sufficient evidence to disprove the allegation.

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

### **17.1.3 Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or the Local Authority Children's Social Care services. (The case manager may, on occasion, consider it necessary to involve the Police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the Police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the Police or the Local Authority Children's Social Care services, where necessary). Where the Police and/or the Local Authority Children's Social Care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, Police and/or the Local Authority Children's Social Care services, as appropriate.
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to the Local Authority Children's Social Care.

- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the Police and/or the Local Authority Children's Social Care services as appropriate. Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. In Maltby Learning Trust this would normally be an HR Officer, but an offer of counselling from Rotherham MAST, Maltby Learning Trust's inhouse mental health provision, would be made if deemed appropriate. Signposting to other services including the Education Support Partnership and GP would also be undertaken.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with the Local Authority Children's Social Care services and/or the Police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the Academy is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible the school will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### **17.1.4 Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The Local Governance Committee will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

#### **17.1.5 Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days.

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

#### **17.1.6 Specific actions**

Following a criminal investigation or prosecution, the case manager will discuss with the Local Authority's Designated Officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or the Local Authority Children's Social Care services.

##### ***17.1.6.1 Conclusion of a case where the allegation is substantiated***

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

##### ***17.1.6.2 Individuals returning to work after suspension***

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

##### ***17.1.6.3 Unsubstantiated, unfounded, false or malicious reports***

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to the Local Authority Children's Social Care may be appropriate
- Shown to be deliberately invented, or malicious, the Academy will consider whether any disciplinary action is appropriate against the individual(s) who made it

##### ***17.1.6.4 Unsubstantiated, unfounded, false or malicious allegations***

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to the Local Authority Children's Social Care may be appropriate.
- Shown to be deliberately invented, or malicious, the Academy will consider whether any disciplinary action is appropriate against the individual(s) who made it.

#### **17.1.7 Confidentiality and information sharing**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the LADO, Police and the Local Authority Children's Social Care, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

#### **17.1.8 Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, decisions reached and the outcome.
- A declaration on whether the information will be referred to in any future reference.

In these cases, the school will provide a copy to the individual, in agreement with the Local Authority Children's Social Care or the Police as appropriate. Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

#### **17.1.9 References**

When providing employer references, we will:

1. Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.
2. Include substantiated allegations, provided that the information is factual and does not include opinions.

#### **17.1.10 Learning lessons**

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the Local Authority's Designated Officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

#### **17.1.11 Non-recent allegations**

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

## **17.2 CONCERNS THAT DO NOT MEET THE HARM THRESHOLD (OR LOW-LEVEL CONCERNS)**

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above. Concerns may arise through, for example:

- Suspicion.
- Complaint.
- Disclosure made by a child, parent or other adult within or outside the school.
- Pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

#### **17.2.1 Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the Academy may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

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

- Being overly friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating or offensive language.

### **17.2.2 Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring 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.
- Empowering staff to share any low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

### **17.2.3 Responding to low-level concerns**

If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the Academy's code of conduct.

### **17.2.4 Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold we will refer it to the Designated Officer at the Local Authority.
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **17.2.5 References**

We will not include low-level concerns in references unless:

1. The concern (or group of concerns) has met the threshold for referral to the Designated Officer at the Local Authority and is found to be substantiated; and/or

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

## **18. LEGAL FRAMEWORK**

This policy has been devised in accordance with the following legislation and statutory guidance:

### 18.1 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
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

### 18.2 Statutory guidance




- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### 18.3 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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

## APPENDIX 1: RESPONSIBLE STAFF/GOVERNORS

NAME	ROLE/CONTACT DETAILS	PHOTOGRAPH
------	----------------------	------------

<p><b>Jayne Dickson</b></p>	<p>Link governor for Safeguarding  <a href="mailto:jdickson@wathacademy.com">jdickson@wathacademy.com</a></p>	
<p><b>Liam Ransome</b></p>	<p>Principa  <a href="mailto:lransome@wathacademy.com">lransome@wathacademy.com</a></p>	
<p><b>Rachael Gillatt</b></p>	<p>Designated Safeguarding Lead (DSL) and  Designated Teacher for Looked After Children  (LAC)  <a href="mailto:rgillatt@wathacademy.com">rgillatt@wathacademy.com</a></p>	



<p><b>Karen Smallwood</b></p>	<p><b>Deputy Designated Safeguarding Lead (DDSL)</b>  <a href="mailto:ksmallwood@wathacademy.com">ksmallwood@wathacademy.com</a></p>	
<p><b>Emma Haigh</b></p>	<p><b>Safeguarding Officer</b>  <a href="mailto:ehaigh@wathacademy.com">ehaigh@wathacademy.com</a></p>	
<p><b>Emma King</b></p>	<p><b>Safeguarding Officer and E-Safety Co-ordinator</b>  <a href="mailto:eking@wathacademy.com">eking@wathacademy.com</a></p>	

**APPENDIX 2: WHAT TO DO IF YOU SUSPECT OR ARE INFORMED OF A CHILD PROTECTION ISSUE OR HAVE A CONCERN**

- Recognise that you have a duty of care to alert the safeguarding team of your concern. Always act in the interest of the child or young person.
- Do not take responsibility to investigate the welfare concerns or determine the outcome at this stage.
- You must collate and immediately pass on any information; provide details of your concerns by contacting the safeguarding team on the designated email address and/or through the

CPOMS system. Never assume this has already been done by another colleague or professional.

- If a child or young person is in immediate danger or at risk of harm, including not being safe to go home, contact the DSL or DDSL IMMEDIATELY so an urgent referral can be undertaken to the Local Authority Children's Social Care and/or the Police.
- Anyone can make a referral to social care; in the unlikely event of the DSL, DDSL Vice Principal or Principal not being available and you feel the concern is urgent you should make a referral to the appropriate Local Authority Children's Social Care service:
  - o **Rotherham** Multi-Agency Safeguarding Hub (MASH): 01709 336080
  - o **Doncaster** Children's Trust: 01302 737777

#### **AND/OR**

- o Police: 999

- Inform the DSL as soon as possible afterwards in this circumstance

Any logged concern will:

- Be accessed by the safeguarding team
- Generate a response from the Safeguarding team. The alert will be investigated and triaged in accordance with the nature of the concern.
- The safeguarding team is trained to recognise thresholds of child protection and necessary intervention.
- Be stored securely in CPOMS. The entry is the responsibility of the DSL.
- The member of staff who alerted the safeguarding email system/CPOMS system will receive an email acknowledgment that action has been taken.

The DSL or DDSL will determine a course of action, including a consideration as to whether Early Help is appropriate, or whether the concern requires a referral to the Local Authority Children's Social Care. The Local Authority should then make a decision within 1 working day of a referral about what course of action is being taken and inform the DSL (or person who made the referral). This will include a decision about whether the child needs

- immediate protection and urgent action is needed
- intervention for them and/or their families from other services
- to be assessed under Section 17 of the Children Act 1989
- to be assessed under Section 47 of the Children Act 1989 because there is reasonable cause to suspect they are suffering or likely to suffer significant harm
- Further specialist assessments are required to inform further action

If this information is not made available then the DSL should follow this up. If the child's situation does not seem to be improving after the referral, the DSL or person making the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improved. This can be done by requesting to speak to a manager within the Local Authority Children's Social Care Team. The DSL will at every stage of the process ensure that the case is kept under constant review and all information recorded on the Academy's CPOMS system.

## APPENDIX 3: WHAT TO DO IF A CHILD MAKES A DISCLOSURE

If a child or young person makes or wishes to make a disclosure of a safeguarding nature to you:

- Do not put the moment off.
- You may need to find a place away from others (ensure this is appropriate).
- Listen to them and believe them.
- Find someone to assist in communication if necessary.
- Keep calm and do not show that you are shocked or upset.
- Guard against negative body language.
- Don't judge.
- Respond briefly, slowly and gently.
- Do not ask leading questions.
- Reassure the child they have done the right thing in telling you and that there is no reason for them to feel ashamed (do not tell them they should have told you sooner).
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Do not assume that there is only one child or young person involved.

Ensure that you:

- Record what you have heard/observed.
- Make notes as soon as possible.
- Use child or young person's words wherever possible.
- Include what you have said to the child or young person.
- Keep information factual; do not put your own judgement on it
- Include what led up to the disclosure.
- Date, time, place, who was present.
- Log concern via CPOMS, safeguarding email or by completing the Academy's Confidential Safeguarding Incident Slip.
- At this point do not discuss with anyone other than to the DSL or DDSL immediately or any other relevant authority involved.

## APPENDIX 4: WHEN TO MAKE A REFERRAL TO THE LOCAL AUTHORITY CHILDREN'S SOCIAL CARE

For information about thresholds, see Rotherham Multi-Agency Continuum of Need Guidance and Multi-Agency Threshold Descriptors.

A referral should be made to Local Authority Children's Social Care when:

- A child or young person makes a clear allegation of abuse.
- A child has been abandoned.
- Further concerns have arisen in relation to an open case to Children's Social Care.
- Concerns of significant harm have risen for a child receiving a service as a Child in Need.
- Further concerns have arisen of increased or additional risk to a child currently subject to a Child Protection Plan.
- A child sustains an injury and there is professional concern about how it was caused.
- There are any circumstances which suggest that a child is suffering or is likely to suffer Significant Harm.
- An unborn child may be at risk of significant harm – for more information see Safeguarding Unborn and Newborn Babies Procedure and Concealment and Denial of Pregnancy Procedure.
- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to Local Authority Children's Social Care.
- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see Safeguarding Children at Risk Due to Faltering Growth Procedure.
- A member of the public makes an allegation that someone has abused a child.
- Professional concern exists about abuse or neglect, despite no allegation being made.
- A child has been made the subject of an Emergency Protection Order or a Police Protection Order.
- Concerns have arisen for a child who is the subject of a Supervision Order or Care Order.
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see Practice Guidance: Significant Harm - The Impact of Abuse and Neglect for more information.
- There are concerns that a child or young person is being sexually exploited - for more information see Safeguarding Children and Young People from Sexual Exploitation Procedure.
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see Safeguarding Children and Young People who go Missing from Home and Care.
- There are concerns a child may be harmed because of use of technology or social media – for more information see E-Safety: Safeguarding Children Exposed to Harm through the Digital Media.
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see Persons who Pose a Risk to Children Procedure).
- A child is being denied access to urgent or important Medical Assessment or services.
- There are suspicions that a child might be harmed because of fabricated or induced illness (see Safeguarding Children in Whom Illness is Fabricated or Induced Procedure).
- A child is at risk of being subjected to illegal procedures, for example:
  - Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure;
  - Safeguarding Children and Young People from Forced Marriage Procedure
  - Safeguarding Children and Young People from Honour Based Abuse Procedure;

- There are grounds for concern that a person may be a victim of human trafficking (see Safeguarding Children who may have been Trafficked from Abroad Procedure and National Referral Mechanism: guidance for child first responders (Home Office, August 2013)).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see Supporting Children and Young People Vulnerable to Violent Extremism Procedure.
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through Domestic Abuse (see Safeguarding Children at Risk because of Domestic Abuse Procedure).
- A child is at risk of being harmed because of concerns about their parents' mental health see - Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure.
- Either an adult or a child makes allegations of non-recent abuse, for more information see - Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure.
- A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see Abuse by Children and Young People Procedure

## APPENDIX 5 - USEFUL CONTACT NUMBERS AND E-MAIL ADDRESSES/WEBSITES:

Local Authority Children's Social Care:

Rotherham Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services: 01709 336080

South Yorkshire Police non-emergency number -emergency number – 101

Rotherham Safeguarding Children's Partnership: [www.rscb.org.uk](http://www.rscb.org.uk)

[www.rotherhamscbproceduresonline.com](http://www.rotherhamscbproceduresonline.com)

[www.rotherhampower.co.uk](http://www.rotherhampower.co.uk)

NSPCC When to Call the Police [https://www.npcc.police.uk/documents/Children and Young people/When to call the police guidance for schools and colleges.pdf](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)

<https://www.thinkuknow.co.uk/>

<https://www.internetmatters.org/?gclid=C1m4ldHXl8wCFYdAGwodwhEM5g>

educateagainsthate.com <https://>

## APPENDIX 6 - SAFEGUARDING DURING THE CORONAVIRUS (COVID-19) PANDEMIC CONTEXT

Guidance is retained below in respect of children who would have been deemed vulnerable under Covid-19 Guidance. It was noted that the return to school of all students in September 2020 had the potential for an increased identification of safeguarding concerns; staff should continue to remain vigilant to indicators of harm. This included concerns relating to mental health; Keeping Children Safe in Education (2021) specifically highlights the relevance of mental health within safeguarding considerations.

Staff are reminded of the need to report any concern immediately and without delay. Where staff have a concern about a child, they should continue to follow the process outlined in the Academy Child Protection and Safeguarding Policy and with due regard to Keeping Children Safe in Education (2021).

The DSL will ensure that the welfare and child protection records for any child moving schools, particularly those categorised above as a vulnerable child, will be provided to the receiving establishment or received from the outgoing establishment as soon as reasonably possible, and within five days.

Visits from external agencies and specialist workers may be necessary in school. These should be planned in advance with the knowledge of the Principal, and health and safety measures implemented in line with the Reopening of School Risk Assessment.

The Academy will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan, including our safeguarding partners and other external agencies. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Academy will share safeguarding messages on its website and social media pages.

The Trust recognises that school is a protective factor for children and young people, and recent circumstances may affect the mental health of students and their parents/carers. Teachers at the Academy need to be aware of this in setting expectations of students' work.

### **ONLINE SAFETY IN SCHOOL**

The Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Communication with parents will be used to reinforce the importance of children being safe online.

### **ONLINE SAFETY AWAY FROM SCHOOL**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

During lockdown periods, the Academy follows principles outlined in the Remote Learning Policy and the E-Safety Policy; these are both published on the Academy website and include guidance on professional standards and online safeguarding measures. Online teaching may still be

necessary in the event of students who are self-isolating and should continue to follow the same principles.

The Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

***SUPPORT FROM THE MULTI-ACADEMY TRUST***

The Maltby Learning Trust Safeguarding Lead (Sara Graham) will provide support and guidance as appropriate to enable each DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The MLT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.



## APPENDIX 7: CONTEXTUAL SAFEGUARDING: LOCAL RISK ASSESSMENT

Academy Name	Wath Academy		
Completed by	R Gillatt	Date	October 2021

Keeping Children Safe in Education 2021 states: 'All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.' (Part One; paragraphs 23, p10/11)

It is known that incidents which occur out of school can influence relationships and behaviours between students within the learning environment. Staff accordingly have due regard for both the Child Protection and Safeguarding Policy as well as other policies and guidance relating to Safeguarding, for example Behaviour for Learning Policy, Anti-Bullying Policy, RSHE Policy, and Supplementary Safeguarding Guidance. Staff in the Academy are particularly vigilant to the school geography and have due regard for any areas which can be beyond easy sightline. Mobile devices are banned from use on the Academy site which minimises the potential for online activity in the community being continued within the learning environment. Students attending the Academy are provided with a range of learning opportunities through the curriculum and within tutor time/assemblies regarding contextual safeguarding risks within the community, including online safety, grooming and exploitation.

The Academy has developed a risk assessment in respect of local safeguarding risks which is regularly reviewed:

Community/Social risks	Known/Potential risk	Control measures
Local open spaces. For example: Wath skate park, Strathmore park, cricket field and surrounding area, tunnels near Tesco, Brampton jumps, Manvers lake, Cortonwood hills and dual carriage way.  Derelict buildings  Free WIFI hotspot areas.	Known as areas of concern in respect of anti-social behaviour, theft, vandalism, substance abuse, car racing, potentially Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).  Used by young people to meet, vandalise, drink alcohol, take drugs; violence and sexual assaults have taken place here. Gangs may target young children to groom.	<ul style="list-style-type: none"> <li>• A dedicated safeguarding team who promote awareness of safeguarding risks, the reporting of concerns and a culture of vigilance. The team are known to students who report contextual concerns in respect of themselves or peers.</li> <li>• Clear reporting systems for students and staff.</li> <li>• Intelligence is regularly shared with the police. Frequent liaison with schools officer.</li> <li>• Regular information sharing for children involved with social care.</li> <li>• Ongoing referrals to the Early Help team who work with families and young people in the community, aswell as regular information sharing,</li> <li>• Early Help representatives provide updates about trends in the community.</li> <li>• Parents are directed to information on the academy website and messages via social media.</li> <li>• The Safeguarding team make parents aware of any reports of contextual risks which potentially affect their child. A close working relationship is maintained while the risk persists, with timely interventions and referrals made to support the child, young people and/or family (for example, Early Help, Barnardo's, Divert, Mental Health Services).</li> </ul>

Wath town centre.	Reports of anti-social behaviour.	<ul style="list-style-type: none"> <li>• Close links are maintained with Wath Primary schools for collaborative working with families and early alerts of issues relating to our new students.</li> <li>• Timely interventions and referrals are made to support the child, young people and/or family (Early Help, Barnardo's, Mental Health Services, Police, Social Care).</li> <li>• Attendance and Pastoral Teams work collaboratively to promote awareness of safeguarding risks and the reporting of concerns.</li> <li>• Engagement projects between South Yorkshire Fire and Rescue to educate students about the dangers of fire and water safety.</li> <li>• Completion of Educare training modules for staff.</li> <li>• Staff and Parent safeguarding bulletins / information evenings raise awareness and offer opportunities for discussion.</li> <li>• Key safety messages / awareness raising via the academy website and social media.</li> </ul>
-------------------	-----------------------------------	---

<b>Geographical risks</b>	<b>Known/Potential risk</b>	<b>Control measures</b>
<p>School is situated on a busy main road</p> <p>Disused public house</p> <p>Local lake</p> <p>Local tunnels</p>	<p>The road is busy and at different points in the day, traffic is heavy and includes buses and lorries, not just cars.</p> <p>Young people have been able to access this building</p> <p>Young people are drawn to the lake and there are several known incidents of inappropriate behaviour in this area.</p> <p>These may not be safe and are secluded.</p>	<ul style="list-style-type: none"> <li>• A dedicated safeguarding team who promote awareness of safeguarding risks, the reporting of concerns and a culture of vigilance.</li> <li>• Clear reporting systems for students and staff.</li> <li>• Children and young people are educated about road safety from primary age and messages about safe use of headphones and mobile phones are reinforced at secondary age. There are zig-zagged lines outside school and parents are asked to park safely, not blocking the view of crossing pedestrians.</li> <li>• Staff duty points are strategically planned to reduce the potential risks posed by the main road.</li> <li>• Dangers associated with derelict areas and water are highlighted in the curriculum, through the tutor programme and assembly time.</li> <li>• Safety information is posted on the website and through social media which is accessible to children, young people and parents.</li> <li>• Parents are informed immediately if intelligence emerges that their child is frequenting dangerous locations.</li> <li>• Communication is made with local safer neighbourhood partnerships, including the police if safety measures in the community are suspected to be compromised.</li> <li>• Completion of Educare training modules for staff.</li> <li>• Staff and Parent safeguarding bulletins / information evenings raise awareness and offer opportunities for discussion.</li> <li>• Key safety messages / awareness raising via the academy website and social media</li> </ul>

