



MacIntyre Academies Quest Academy

Safeguarding Policy and Procedures

Including the Protection of Children and Young People in accordance with national guidelines for under 18s

Persons Responsible:	Group Director / Academy Trust Principals
Local customisation:	Academy Principal
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MAT V3	Updated to comply with Keeping Children Safe in Education 2023, the main updates being: Section 3 Added Health & Safety Policy 5 Added more detail to Online Safety paragraph 6 New version of KCSIE Added DfE guidance on meeting digital technology standards Added DfE Behaviour in schools guidance 9.5 National / Local Emergency Procedures – removed specific reference to COVID19, isolation periods etc. 10.11 Updated to reflect new wording in KCSIE “CYP absent from education” 14 Candidates are made aware that online searches occur as part of the recruitment process. 17 New paragraph added on Third Party organisations or individuals providing activities at the academy 18 Training: added that staff are trained in the importance and detail of filtering and monitoring.	Group Director / TLG	Aug 2023
V3i	Roles updated	Principal	12/09/23

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1. Policy Scope

Safeguarding is the responsibility of everyone and this policy, including appendices, applies to all Quest Academy MacIntyre Academies Trust (MAT) employees, as well as volunteers and those involved in governance sitting on the Quest Academy Local Advisory Board or the MacIntyre Academies Trust (MAT) Board.

2. Policy Aims

- We aim to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. One where learners feel safe, secure and respected, where they feel confident that they will be listened to.
- We recognise that our learners are vulnerable to abuse. Some have experienced or witnessed abuse, and this can impact on their self-esteem and self-worth. For this reason, we aim to provide a stable, secure and predictable environment where learners feel accepted and protected.
- We aim to use curricular and informal opportunities to educate our learners about abuse and enable them to advocate for their and others safety and wellbeing as they grow.

3. Policy Statement

We are committed to protecting learners from harm by providing a caring, safe and stimulating environment and by creating a culture where learners come first and where everyone feels confident that they will be listened to.

The MacIntyre Academies Trust Board (MAT Board) and the Local Advisory Boards (LABs) take seriously their governance responsibilities under section 175 of the Education and Training (Welfare of Children) Act 2021 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our academies to identify, assess and support those learners who are suffering harm.

MAT Board and LAB members will receive appropriate safeguarding and child protection training at induction, and then at regular intervals. This training will provide them with the knowledge to ensure the Trust's and their Academy's safeguarding policies and procedures are effective.

Safeguarding is not just about protecting learners from deliberate harm, it also relates to aspects of school life including:

- the health and safety of learners
- the use of reasonable force
- meeting the needs of learners with medical conditions
- providing first aid.

We understand that safeguarding incidents could happen anywhere in or outside of school and emphasise to all employees, volunteers and governors that they should be alert to possible concerns and have an 'it could happen here' attitude.

Preventative Measures

We are committed to ensuring that children and young people are prepared for life in 'modern Britain' in which there should be a zero-tolerance culture of 'sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment'

As part of our PSHE programme the following topics are covered:

- healthy and respectful relationships boundaries and consent stereotyping,
- LGBT inclusion
- prejudice and equality body confidence and self-esteem

- how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape,
- domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support and what constitutes sexual harassment and sexual violence and why these are always unacceptable.'

In addition, children are supported to stay safe throughout the curriculum. For example, how to stay safe on line is part of our Computing curriculum.

This policy should be read in conjunction with:

- MAT Acceptable Use of ICT Policy
- MAT Health & Safety Policy
- MAT Equality and Diversity Policy
- MAT Compassionate Schools Policy
- MAT Whistleblowing Policy
- MAT Recruitment and Selection Policy
- MAT Staff Code of Conduct
- MAT Complaints Policy
- MAT Low Level Concerns Policy
- Quest Academy Anti-Bullying Policy
- Quest Academy Attendance Policy
- Quest Academy Behaviour Support Policy
- Quest Academy Complaints Policy
- Quest Academy E-Safety Policy
- Quest Academy Equality Policy
- Quest Academy First Aid Policy
- Quest Academy Remote Learning Policy
- Quest Academy Missing Learner Policy
- Quest Academy Health & Safety Policy

4. Safeguarding Principles

- Safeguarding is everyone's responsibility alongside promoting the welfare of our learners.
- We recognise that some children may not feel ready or know how to tell someone they are being abused or harmed. We will provide an environment in which learners feel safe, secure, confident, valued and respected, and have the confidence to approach adults if they are in difficulty.
- All staff members will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a learner, staff members will always act in the interests of the learner.
- We will provide staff with the necessary information and training to enable them to meet their safeguarding and child protection responsibilities
- We will ensure safe recruitment practice is implemented through effective DBS checks and other recruitment checks of all adults within the academies who have access to young people
- We are committed to working in partnership with others to safeguard learners

5. Equality statement

Due to the nature of our provisions, the learners who attend our academies can have an increased risk of abuse, and additional barriers can exist for them with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise learners' s diverse circumstances. We ensure that all learners have the same protection, regardless of any barriers they may face.

Additional vulnerabilities: Some learners are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual learner's personality, behaviour, disability, mental and physical health needs and family circumstances.

Learners with special educational needs (SEN), disabilities: Additional barriers can exist when recognising abuse and neglect because there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's disability. Learners with SEN and disabilities can be impacted by behaviours such as bullying, without outwardly showing any signs. Some learners are not able to understand that what is happening to them is abuse, or they may not have the communication skills to express their concerns.

Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation. Where learners have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these learners' experiences, can impact on their mental health, behaviour, and education.

We give special consideration to learners who:

- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Has a family member in prison, or is affected by parental offending
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are Children Looked After or Children Previously Looked After

Domestic Abuse: All staff should be aware of the indicators and impact of domestic abuse. Domestic abuse can be psychological, physical, sexual, financial, or emotional. It can impact children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Online Safety: More detail on the Academy approach to managing online safety can be found in the Quest Academy E-Safety Policy.

- The DSL and wider Senior Leadership Team will together regularly review the effectiveness of the online filters and monitoring systems.
- Induction for all staff, regardless of their role in the Academy includes online safety and specifically ensuring staff understand the filtering and monitoring systems in place on Academy networks and system, no matter what their role.
- All Staff must know who manages the filtering and monitoring systems and be confident in how to escalate concerns when identified.
- Upon joining the Academy and then regularly through newsletters and other communications parents and carers are reminded of the importance of children being safe online.
- We will share information with parents/carers about:
 - the systems we have in place to filter and monitor online activity
 - what we are asking learners to do online, including the sites they will be asked to access

- who from the Academy (if anyone) their child is going to be interacting with online

Children who are lesbian, gay, bi, or trans (LGBT): The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns. Our designated named person for LGBT is Rebecca Jennings.

6. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation and guidance:

- Section 175 of the **Education and Training (Welfare of children) Act 2021**, which places a duty on schools and local authorities to safeguard and promote the welfare of learners
- **The School Staffing (England) Regulations 2009**, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the **Education (Independent School Standards) Regulations 2014**, which places a duty on academies and independent schools to safeguard and promote the welfare of learners at the school
- **The Children Act 1989 (and 2004 amendment)**, which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
- **Meeting digital and technology standards in schools and colleges** which outlines standards to be met on filtering and monitoring
- **Statutory guidance on the Prevent duty (revised 2021)**, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The **DfE Behaviour in schools guidance (2022)**, and complements the Academy Behaviour Policy part of a whole-school approach to behaviour and safeguarding.
- The Police and Criminal Evidence Act 1984 (PACE) code C 2010 which highlights the importance of understanding and implementing an appropriate adult when required
- The Equality Act 2010 which explains schools: must not unlawfully discriminate against pupils because of their protected characteristics; must consider how they are supporting pupils with protected characteristics; must take positive action, and where proportionate, to deal with the disadvantages these pupils face.
- Warwickshire Local Authority Child Protection and Safeguarding Procedures.
- Warwickshire Local Authority Child Missing in Education protocols

- This policy also complies with our funding agreement and articles of association

Being subjected to harassment, violence and or abuse, may breach also other children's rights, as set out in the Human Rights Act.

7. Definitions

The use of the term 'safeguarding' in this policy also includes / covers 'child protection'.

Safeguarding and promoting the welfare of learners means:

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

Child protection is part of this definition and refers to activities undertaken to prevent learners from suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. [Appendix 1](#) explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 also defines neglect in more detail.

Learners is the term we use to describe the children and young people on roll in our academy, and includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

8. Responsibilities

Safeguarding is the responsibility of everyone and this policy, including appendices, applies to all MacIntyre Academies Trust (MAT) employees, as well as volunteers, including Trust Board and Local Advisory Board members.

All visitors and partners to our academies must uphold their responsibility to CYP safety by complying with this policy and reading and understanding our safeguarding leaflet when on site. The safeguarding leaflet ([Appendix 4](#)), which is sometimes a statement on an electronic sign in system, will also detail the key instructions visitors must adhere to in terms of the academy E-Safety Policy and the MAT Acceptable Use of ICT Policy (which covers the use of mobile phones).

Where services or activities are provided on the academy premises by another body, the body concerned must have appropriate policies and procedures in place in regard to safeguarding learners and young people must liaise with the school on these matters where appropriate.

8.1 The MacIntyre Academies Trust (MAT) Board Responsibilities

- The MAT Board has strategic leadership responsibility for the Trusts safeguarding arrangements and procedures.

- The Board has a nominated Trust Board Director who acts as the nominated Safeguarding Trustee.

Discharged by the Group Director the MAT Board also:

- Commissions an annual safeguarding review, outlining how MAT schools and Endeavour House have fulfilled their duties in relation to safeguarding and child protection, highlighting best practice and making recommendations for improvements.
- Makes provision for a Trust wide Safeguarding Forum, consisting of the Safeguarding Leads from each academy and Endeavour House. The forum meets half-termly to collaborate and share best practice and is Chaired by an external leading safeguarding practitioner.
- Ensures the provision of regular one-to-one Practice Supervision for the Safeguarding Lead.

The MAT Board have designated an Interim Head of MacIntyre Academies to act on behalf of the Group Director during periods of planned absence.

8.2 The Designated Safeguarding Lead (Principal's Responsibilities)

The Principal is the Designated Safeguarding Lead and has overall responsibility for safeguarding. They must ensure that staff understand and follow policies and procedures agreed by the Trust Board.

The Principal of each academy is responsible for ensuring an up-to-date and contextualised school safeguarding and child protection policy is in place and that all staff, volunteers and visitors fully understand their role in protecting CYP and the academy's safeguarding procedures. This policy must be displayed on the academy website and reviewed annually.

The DSL's (Principal's) responsibilities are:

- To ensure that the policies and procedures adopted by the Trust Board, having been approved by the LAB are fully understood, implemented and followed by all staff.
- To ensure that their name and contact details, as well as that of the DDSL and other key contacts are clearly advertised in the academy, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse.
- To ensure that sufficient resources and time are allocated to enable the DDSL and other staff to discharge their responsibilities in inter-agency meetings, inter-agency work and assessment.
- To be (or to support where the role is delegated) the Designated Teacher for Children Looked After (CLA) and Children Previously Looked after (CPLA) to promote the educational achievements of any CYP who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keep CLA and CPLA safe
- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to CYP, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- To ensure that arrangements are put in place to ensure that full regard is given to the need to safeguard and promote the welfare of CYP at all times (in line with Education and Training (Welfare of Children) Act 2021 sections 157 and 175 and section 11 of the Children Act 2004).
- To ensure that the policy on safeguarding CYP is fully compliant with the provisions of the DfE Keeping Children Safe In Education 2023.
- To ensure the expectations of 'Working Together to Safeguard Children' (2018) are met in relation to working with external partners to ensure effective practice and response to concerns.
- To challenge anyone who does not appear to be taking action in relation to safeguarding.
- To publish the Safeguarding Policy, make it available for public scrutiny and make arrangements to support a process of annual review undertaken by the Trust Board.
- Be responsible for taking the lead in situations relating to allegations against staff and volunteers.
- Record details of all allegations against staff and volunteers and report them immediately to the Group Director and inform the Chair of the LAB.
- Be responsible for carrying out any actions agreed by the LADO and reporting on outcomes where relevant to do so in confidential circumstances.
- To report on safeguarding at each LAB meeting (standing item) and provide an annual report to the LAB in relation to work and training undertaken in respect of safeguarding.

- To ensure that the academy follows safer recruitment processes, including accurate maintenance of the Single Central Record.
- To ensure that CYP are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including online, as part of a broad and balanced curriculum.
- To refer all allegations that a child has been harmed by, or that CYP may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation.
- To ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- To recognise that staff working in the academy who have become involved with CYP who have suffered harm, or appears likely to suffer harm may find the situation stressful and upsetting and to support such staff by providing an opportunity to discuss their anxieties and seek further support as appropriate.
- To ensure that appropriate checks are undertaken in respect of visitors and volunteers coming into the academy.
- To ensure that there is an identified senior leader to take on the above responsibilities in the absence of the Principal.
- Should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

8.3 The Deputy Designated Safeguarding Lead (DDSL) Responsibilities

The Deputy Designated Safeguarding Lead (DDSL) carries the lead responsibility for Safeguarding, reporting to the Principal. A team of senior staff members with DSL training assist the Safeguarding Lead in undertaking the DDSL duties, supporting the Principal.

The DDSL (or a staff member with DSL training in their absence) is responsible for:

- Referring a child if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals.
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding safeguarding matters.
- Keeping up to date with current knowledge in order to fulfil the role.
- Ensuring that either they or other nominated member of the Senior Leadership Team attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents/carers.
- Challenge anyone who does not appear to be taking action in relation to safeguarding.
- Ensuring that any CYP that is subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Ensuring staff regularly update their knowledge and skills at termly Safeguarding training and by email updates as required. The training must enable staff to develop their understanding of the signs and indicators of abuse, how to respond to a child who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- Providing an annual report for the LAB, detailing any changes and reviews of relevant policy and procedures; training undertaken by the DSL, and by all staff and Trust Board Directors / Local Advisory Board members; number and type of incidents/cases, and number of CYP subject to a child protection plan (anonymised).

- Ensure that parents/carers are aware of the academy's role in safeguarding and that referrals about suspected abuse and neglect may be made.

8.4 The Local Advisory Board (LAB) Member Responsibilities

- To attend relevant safeguarding training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.
- To ensure that there is a named LAB member who oversees safeguarding.
- To ensure that all staff, including temporary staff and volunteers, are provided with copies of or access to the academy's safeguarding arrangements, and sign the MAT Staff Code of Conduct before they start work.
- To ensure that the academy has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Principal and allegations against other learners.
- To challenge anyone who does not appear to be taking action in relation to safeguarding.
- To challenge and scrutinise the Principal's reporting on safeguarding practice.
- To ensure that the academy has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents/carers on request.
- To ensure that the academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with policy and guidance from the Local Safeguarding Children Board and locally agreed inter-agency procedures (this includes the Chair of LAB taking the lead in cases where an allegation has been made against the Principal).
- To ensure that the academy operates safer recruitment procedures and ensures that all appropriate checks are carried out on staff and volunteers who work with learners.
- To ensure that a member of the senior leadership team is designated to take lead responsibility for safeguarding learners.
- To ensure that staff undertake appropriate training on safeguarding learners.
- To remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.
- Ensure that a LAB member is nominated to be responsible for liaising with the partner agencies in the event of allegations of abuse being made against the Principal.
- Ensure that the academy teaches learners about safeguarding and how to keep themselves safe at all times, including when on line, as part of a broad and balanced curriculum.
- To consider and where appropriate approve, any recommendation from the Principal, that a member of staff who does not work directly with children be asked to read only the condensed version 'Annex A' of Keeping Children Safe in Education. This would only be considered where staff who are not working in regulated activity with learners have literacy issues and may struggle to assimilate the entirety of Part 1. The LAB should record the rationale for any such decision.

8.5 Nominated Safeguarding LAB Lead Responsibilities

All members of the LAB understand the importance of their specific interest and responsibility in safeguarding. In order to foster the right partnership between the LAB and the academy a LAB member whose focus is on Safeguarding takes a lead on Safeguarding visits and audits, undertaking the below additional responsibilities on behalf of the LAB.

- Be committed to attend/undertake relevant training to ensure their effectiveness in this regard either in school, through the MAT or externally provided
- To monitor and scrutinize the academy adherence to safer recruitment procedures and make appropriate checks of the Single Central Record, including an annual audit.
- Undertaking an annual Safeguarding Audit with the Principal and be involved in any external Safeguarding Audit.
- Undertaking termly Safeguarding visits, after every visit, updating the LAB by means of a written report which is then discussed at the LAB meeting.

8.6 All staff Responsibilities

- All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

- All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Undertake appropriate training in relation to safeguarding and promoting the welfare of learners at their induction and there afterwards at least annually. This will include online safety.
- Complete all CPD tasks relating to “safeguarding” within the deadline set.
- Be alert to signs of abuse and reporting concerns immediately to the (D)DSL.
- Raise concerns about a child with the (D)DSL.
- Deal with all incidents in line with the Trust’s policy.
- Maintain awareness of buildings and grounds security and for reporting concerns that may come to light.
- Act appropriately and in line with the staff code of conduct at all times, modelling the highest standards of care and courtesy to pupils and other adults
- To challenge anyone who does not appear to be taking action in relation to safeguarding and follow escalation procedures in line with [section 9.2](#) or [section 13](#) of this policy.
- Read and understand this policy and appendices. Where you do not understand any aspect to immediately seek guidance from the Principal, the DDSL or a member of the DSL trained team.

8.7 Abuse of position of trust

MacIntyre Academies staff are aware that inappropriate behaviour towards learners is unacceptable and that their conduct towards learners must be beyond reproach.

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

The MAT Staff Code of Conduct sets out expectations of staff and is signed by all staff members.

9. Procedures

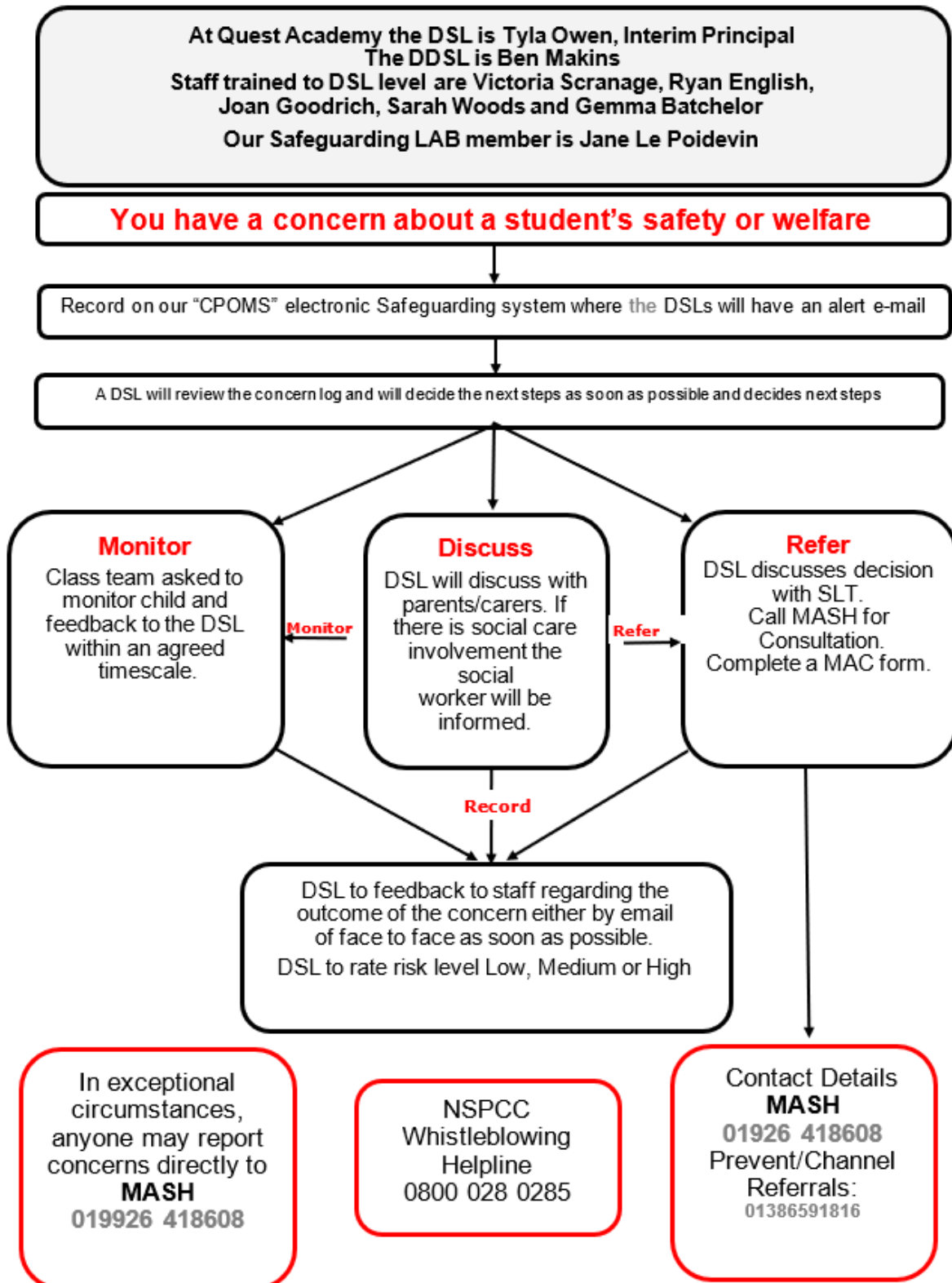
9.1 Local accountability

Our academy procedures for safeguarding learners are in line and work with the context set out in the below diagram:



9.2 Procedure for taking action

RESPONDING TO A SAFEGUARDING CONCERN ABOUT A CHILD



9.3 Reporting systems for our learners

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring learners feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for learners to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for learners
- Make it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Learners understand how to report a concern. This is achieved through discussions in form time, in PSHCE including relationship and sex education. Other subject areas, for example, ICT further supports learners to keep safe. (please see curriculum for further details) Posters are displayed across the school to support learners further. During Lockdown the school created a safeguarding e-mail address for learners to report concerns and sent home additional resources for how to keep themselves safe. Regular home visits also provided learners further opportunities to speak to a member of staff.

Following Protective Behaviour training in 2019 the school has adopted a Protective Behaviour approach which further supports learners to keep themselves and others safe. All learners identify members of staff and other adults who they feel able to speak with. Our non-judgmental approach to all aspects of school life further supports learners to understand that they will be supported at all times.

9.4 Notifying Parents/carers

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL. If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved.

9.5 National / Local Emergency Procedures

The procedure for identifying vulnerable learners in the event of a request from government for a partial school closure.

Vulnerable children

When the government asks parents/carers to keep their children at home and for schools to remain open only for those children who absolutely need to attend decisions need to be taken regarding which learners should come into school, and which should stay at home and learn remotely.

Children of key workers, as defined in guidance from the Department for Education, are offered places at school by default.

It is important to note that eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability of a child for these purposes.

We will identify the most vulnerable learners as follows:

- Children who have a social worker, including children who have a child protection plan and those who are looked after by the local authority. It may be appropriate to undertake a risk assessment in relation to children with social workers, in some cases learners with a social

worker can safely remain at home. However, the school will provide a place for any child with a social worker:

- If the social worker requires a place to be provided;
 - and the child's parents/carers are willing to send the child to school;
 - and the child does not have an underlying health condition that puts them at increased risk.
- A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
 - Learners up to the age of 25 with education, health and care (EHC) plans. The DSL will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan need to continue to be offered a school or college place in order to meet their needs or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many learners with EHC plans can safely remain at home.
 - Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.

We recognise that situations can quickly change and so keep in regular contact with parents/carers ensuring that if any child who was safe at home at the beginning of a partial closure begins to struggle and needs to attend school, that decisions can be reviewed and changed.

In circumstances where we consider a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DDSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DDSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

In line with advice from the Local Authority, we will create and maintain an up-to-date register/database of all learners who are considered vulnerable as above and will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and The Virtual School for looked-after and previously looked-after children. The lead person for this is the SENDCO, Ben Makins and in his absence Assistant Principal, Tyla Owen. The register will contain the names and contact details of the child's parents; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register will be accessible to the DSL, the DDSL and all of those with DSL level training. Secure access will be arranged for those who may need to self-isolate and/or work from home.

We will assess and review the level of vulnerability of each learner on the register using the RAG rating format as below. The RAG rating criteria are:

Red

most at risk of harm, self-harm or neglect (will include all children subject of a child protection plan); and all children who are looked after unless they are in a stable setting)

Amber

a moderate risk of harm, but with some protective factors (Is likely to include some of the learners with a Child in Need plan and/or being supported by a family support worker)

Green

some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register is allocated to a member of DSL trained staff, who is responsible for ensuring that the identified level of support and contact is provided. Our DSL trained staff will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs which will be reviewed in weekly DSL meetings.

10. Recognising abuse

[Appendix 1](#) outlines types of abuse. Refer to the flow chart in [section 9.2](#) for making a referral.

10.1 If a child is suffering, or likely to suffer harm, or in immediate danger:

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

10.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. 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
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Further detail on what to do if a child makes a disclosure to you is included in [Appendix 3](#).

10.3 If you discover that FGM has taken place or a learner is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving 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. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a learner has already been subjected to FGM, and factors that suggest a learner may be at risk, are set out in [Appendix 1](#) of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a learner under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a learner is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine learners.

Any member of staff who suspects a learner is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow procedure in [section 9.2](#).

10.4 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, staff must report all concerns around extremism via the procedure in [section 9.2](#), without delay.

If there is an urgent call for action (a child is suffering or likely to suffer from harm, or in immediate danger) and the DSL is not available, this should not delay appropriate action being taken.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The **Department for Education also has a dedicated telephone helpline, 020 7340 7264**, which academy staff and governors can call to raise concerns about extremism with respect to a learner. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

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

10.5 If you have a mental health concern

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 will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action and follow procedure in [section 9.2](#).

10.6 If a child is at risk of Harmful sexual behaviour:

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by learners and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the learners who display it, as well as the people it is directed towards. Technology assisted HSB is sexualised behaviour which learners engage in using the internet or technology such as mobile phones. This might include:

- viewing pornography (including extreme pornography or viewing indecent images of children)
- sharing nudes or semi-nude images/video (also known as sexting or youth produced sexual imagery)

Staff must report all cases of Harmful Sexual Behaviour and follow procedure in [section 9.2](#), without delay.

10.7 If a child is at risk of sexual violence and/ or sexual harassment:

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable, and must never be overlooked or dismissed as 'banter'.

Staff must report all cases of sexual violence and/or sexual harassment and follow procedure in [section 9.2](#), without delay.

It is important that Academies ensure children understand the law on child on child abuse is there to protect them rather than criminalise them.

10.8 If a child is at risk of online abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices. Learners may experience several types of abuse online such as cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation. Learners can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

Staff must report all cases of possible online abuse and follow procedure in [section 9.2](#), without delay.

10.9 Our learners as potential abusers

In some cases, children at our academies may be easily led / groomed by others. This may be as victims or, indeed, as perpetrators. Where a learner is identified as having such behaviour concerns or safeguarding concerns a risk assessment will be put in place to ensure this risk is managed.

The wellbeing curriculum covers sexual correctness, age of legal responsibility and keeping themselves and others safe. Any concern a member of staff has should be raised following the procedure in [section 9.2](#), without delay.

10.10 Children Looked After (CLA)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

We ensure that staff understand the child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents/carers or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. And the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has details of the child's social worker.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. Further information can be found in the academy **Designated Teacher for Children Looked after and Children Previously Looked After Policy**.

Staff must report all concerns, however small they may seem and follow procedure in [section 9.2](#), without delay.

10.11 Children absent from education

Children going missing, particularly repeatedly and/or for long periods, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff are aware of the academy Children Missing in Education Policy.

Staff must report all concerns, however small they may seem and follow procedure in [section 9.2](#), without delay.

10.12 Children missing from home or care

Children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

The school has a Missing Learner Policy which highlights the procedures the school should follow in the event a learner is missing or suspected of being missing.

10.13 Young carers

We recognise that some of our learners have responsibility for looking after other family members, whether in an officially recognised way or not. We will be alert to any additional support they may need as a result.

10.14 Safeguarding young people in our academy who are 18 years old and over (vulnerable adults)

We will support young people to remain at the academy until they are nineteen. At the age of eighteen all young people reach the age of 'adulthood' and as such move from children's services within their local authority to being supported by the adult team. This means that any safeguarding issues that may affect them are also reported and dealt with by the adult safeguarding team. Our own internal reporting procedures and duty of care to these young people remains the same.

11. Child on child Abuse

We use the term '**Child on child incident**' rather than 'Child on child abuse' to take account of the full range of our learners' complex needs and intent.

We recognise that even if there are no reported Child on child incidents this does not mean that it does not happen at the academy.

Peer -on- peer incidents can take various forms of physical, sexual and emotional abuse including (but not limited to)

- serious bullying (including cyberbullying)
- relationship abuse
- domestic violence and abuse
- child sexual exploitation
- youth and serious violence
- harmful sexual behaviour
- prejudice-based violence including but not limited to, gender-based violence.
- financial abuse and coercive control between learners.

Child on child abuse can occur between any number of children of any age and gender and between children of the opposite or same gender.

All staff recognise that children can abuse their peers with intent and are trained to understand and implement the academy's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will always be challenged and never dismissed as 'banter'.

We recognise that some violent behaviours demonstrated by CYP at school happen in crisis without intent and refer to our Behaviour Support Policy and Individual Risk Assessments to inform this. However, allegations of abuse may be made between CYP in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include, but are not limited to physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Members of staff to whom such allegations are made and/or who become concerned about a child's sexualised behaviour, including any known online sexualised behaviour, must follow the procedure in [section 9.2](#), without delay.

11.1 Responding to Child on child incidents

In order to prevent and tackle child on child abuse we adopt a contextual Safeguarding approach in order to understand and respond to the risk of harm to which children can be exposed, and/or harm which they can experience, beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools, and online can feature violence, coercive control, and abuse. Parents/Carers can have little influence over these contexts, and the risk of harm to which children can be exposed, and/or harm which they can experience, outside of the family, can undermine

parent-child relationships. This may include the potential for child on child incidents to take place across social media platforms and services; and for things to move from platform to platform online.

The academy will also consider the potential for the impact of the incident to extend further than the academy's local community (e.g. for images or content to be shared around neighbouring schools) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at <https://www.iwf.org.uk/>.

When responding to a child on child incident account will be taken of:

- Context of the incident
- Context of all learners involved
- Degree of intent
- Nature of any power imbalance or coercion

Where the alleged abuser is another child the Principal and the DSL will:

- Agree any immediate action in respect of the alleged abuser to maintain the safety of the other young people.
- Decide how the alleged abuser's parents/carers will be informed of the matter and be involved in discussions/decisions unless to do so would risk the safety of the alleged victim/abuser/other child.
- Decide when and how to involve external agencies in supporting the needs of all children involved.

When handling disclosure, the school will be mindful about using the widely recognised and understood terminology "victim and perpetrator" in front of children. This is because not everyone considers themselves to be a victim or want to be described in this way and also 'because in some cases the abusive behaviour will have been harmful to the perpetrator as well.'

11.2 Procedure for Dealing with Allegations of Child on child Abuse

11.2.1 Recording Child on child incidents

Incidents will be recorded and categorised with the rationale for making the decision to record the incident as:

- a) Low level concern
- b) Behaviour incident
- c) Serious incident
- d) Safeguarding concern

- When an allegation is treated as a safeguarding concern, staff must follow procedure in [section 9.2](#), without delay.
- Staff will **not** attempt to investigate the circumstances at this stage.
- The DDSL will gather information from the young person making the allegation and consider whether they are at risk of significant harm.
- If the allegation indicates that a potential criminal offence has taken place, the DDSL will discuss with the learner's parents/carers their option to report it to the police.
- Once advice has been taken from Children's Social Care and/or the police, the academy will begin its investigation, unless this is being undertaken by another agency. The DDSL will speak separately to the learners involved to gain a statement of facts from them, using consistent language and open questions for each account. Any written evidence or images will be gathered.
- If the allegation regards sexting, devices containing images will be confiscated, turned off and placed under lock and key until they can be handed over to the police.
- Parents/Carers, of both the alleged perpetrator and the alleged victim, will be informed at an early stage and kept updated on the progress of the referral. If the police/social care are involved we will wait for their agreement before informing parents.
- The DSL will make a record of the concern, the discussion and any outcome and keep a secure copy on the learners' safeguarding files.

- If the allegation highlights a potential risk to the academy and the learner, the academy will follow the academy's behaviour policy and procedures and take appropriate action.
- In situations where the academy considers a safeguarding risk is present, a risk assessment will be completed, together with a support plan.
- The plan should be monitored and a date set for a follow-up review with everyone concerned. In some cases, it may be necessary to call an urgent review with the local authority to plan a way forward.
- If there is an investigation ongoing criminal or otherwise, the academy may consider that the young person is unable to be educated on site until the investigation is concluded. The young person will then be provided with appropriate support and education whilst off site.

Incident recording must consider the safeguarding needs of all learners involved.

11.2.2 Support for the child or young person who has been harmed

The support the young person requires will depend on the individual but responses include:

- A support plan/anxiety management plan will be put in place for the child or young person, naming someone who they can talk to and listing support strategies for managing issues.
- The child or young person can speak to his/her trusted adult in school.
- The child or young person may require support from the pastoral team, to improve peer relationships if the incident was of a bullying nature.
- The child or young person may require counselling from a Clinical Psychologist or other appropriately qualified professional.
- Consideration of a referral to outside agencies including CAMHS (Child and Adolescent Mental Health Services).
- The child or young person may be supported by a peer mentor.
- Parents/carers may also need support from the academy.

11.2.3 Support for the child or young person who has displayed harmful behaviour

It is important to find out why the child or young person has behaved in such a way. It may be that they may have been harmed themselves in a similar way or may be experiencing their own difficulties. The academy acknowledges will consider the following:

- A risk assessment and support plan will be put into place.
- The learner can speak to a trusted adult.
- Identify whether the young person needs support from the Pastoral Team, including the Clinical Psychologist.
- Complete an Early Help Referral to ensure that outside services are made available to the child or young person.
- A referral to outside agencies, including CAMHS, SIBS (Sexualised Inappropriate Behaviours Service) or the Child Sexual Exploitation Team may be a requirement in the case of sexually harmful behaviour.
- In cases of bullying, the academy will ensure that natural consequences follow for this behaviour, including restorative practice, if appropriate.

12. Confidentiality

We will manage and share confidential information about CYP in line with 'Information sharing - Advice for practitioners providing safeguarding services to CYP, young people, parents/carers (HMG 2018)'. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the CYP, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA) places duties on the academy and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure. This does not prevent or limit the sharing of information for the purposes of keeping CYP safe. Keeping Children Safe in Education (DfE 2023) states clearly that "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".

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about CYP with colleagues in order to ensure that CYP's general needs are met. However, staff must follow the procedure set out in [section 9.2](#), without delay.

If staff have concerns about a member of staff these must be discussed with the Principal and staff must follow the procedure in [section 13](#) without delay.

In the case of concerns about the Principal staff must follow the procedure in [section 13](#) and raise them with the Group Director or LAB Chair, without delay. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

There have been a number of cases nationally where senior leaders in schools failed to act upon concerns raised by staff, Keeping Children Safe in Education 2023 emphasises that any member of staff can contact and/or make a referral to Children's Social Care if they are concerned about a child.

The DSL will normally obtain consent from a CYP and/or parents/carers to share sensitive information within the academy or with outside agencies. Where there is good reason to do so, the DSL or DDSL may share information without consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a CYP or parent to see child protection records, they will refer the request to the Data Protection Officer.

Child protection information will be stored separately from the CYP's school file and the school file will be 'tagged' to indicate that separate information is held. All such information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms will be protected by user accessibility on the ICT system, only allowing those staff with DSL training. The records will only be made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected and where possible also encrypted and kept in locked storage.

13. How to report a concern about a colleague or other adult who works with CYP.

Staff are expected to report **all** concerns about poor practice or possible child abuse by colleagues or other adults who work with learners, including what may seem minor contraventions of the MAT Staff Code of Conduct.

Where staff are concerned about the conduct of a colleague towards a child, without delay, they must report this to the academy Principal.

- Staff should use the form '*Logging A Concern about the behaviour of an adult who works with children*', or if they prefer speak to the Principal directly. If the Principal is not available the concern can be reported to the academy DDSL Tyla Owen, or to the Group Director.
- Any concern or a complaint about the Principal should be reported to either the Group Director or the academy LAB Chair.

The MAT Low Level Concerns Policy should be followed for any concern that does not meet the

safeguarding allegation. The term Low-Level Concern does not mean insignificant, it means any concern - no matter how small, even if just causes a staff member a sense of unease or a nagging doubt - that a colleague, volunteer or contractor may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

The MAT Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place. Use of the policy is promoted by line managers through support and supervisions.

Staff may also report concerns about suspected abuse or neglect to directly to the Multi Agency Safeguarding Hub (MASH) or to the Police if they believe direct reporting is necessary to secure action, for example out of hours if you cannot contact the Principal or Group Director, in the school holidays or if they believe that their concern has not been taken seriously enough by the Principal.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m, Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

We will manage and share confidential information about children in line with 'Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents/carers (HMG 2018)'. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the learner, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA) places duties on the academy and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure. This does not prevent or limit the sharing of information for the purposes of keeping children safe. Keeping Children Safe in Education 2023 states clearly that "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".

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about learners with colleagues in order to ensure that children's general needs are met. However, staff should follow the procedure set out in section 9.2 and report all safeguarding concerns to a DSL or – in the case of concerns about the Principal – to the Chair of the LAB or Group Director. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, Keeping Children Safe in Education 2023 emphasises that any member of staff can contact and/or make a referral to Children's Social Care if they are concerned about a child.

The DSL will normally obtain consent from a learner and/or parents/carers to share sensitive information within the academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a learner or parent/carer to see child protection records, they will refer the request to the data protection officer.

Child protection information will be stored separately from the learner's school file and the school file will be 'tagged' to indicate that separate information is held. All such information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms will be protected by user accessibility on the system only allowing DSL access and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

13.1 How allegations made against staff (including supply teachers, volunteers and contractors) will be managed

The Principal, or where the allegation is about the Principal, the Group Director, will lead any investigation in accordance with the procedures set out in section 4 of Keeping Children Safe in Education 2023. Ensuring that both the welfare of the child is looked after, as well as investigating and supporting the person subject to the allegation.

As required by Working Together to Safeguard Children, all allegations in respect of an individual who works at the academy that fulfil any of the below criteria will be reported to the Designated Officer in the Local Authority (LADO) within one working day, by the academy Principal. Unless the allegation is about the Principal in which case the Group Director will undertake the responsibility.

Allegations made against staff take account of anyone working in the academy including supply teachers and volunteers who have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or learners in a way that indicates he or she may pose a risk of harm to CYP; or
- behaved or may have behaved in a way that indicates that may not be suitable to work with CYP.

Any conduct which causes a sense of unease or is inconsistent with the MAT Staff Code of Conduct should be reported following the procedure in [section 13](#), without delay, including that which does not fall into the definitions above.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, it will be on the basis of a 'neutral act' with full pay, the academy will provide support and a named contact for the member of staff.

Allegations concerning staff who no longer work at the academy or historical allegations will be reported to the Police.

If an allegation is proven to be deliberately invented or malicious the matter will be investigated and where appropriate disciplinary action against the individual who made it will be considered.

13.1.1 Confidentiality

Publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

In accordance with Keeping Children Safe in Education 2023, the academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation against a member of staff is being investigated or considered.

13.1.2 Complaints

The academy Complaints Policy and procedure is published on the academy website and available to parents/carers, CYP and staff who wish to report concerns. This includes the option of escalating concerns beyond school leadership to the Nominated Trust Board Safeguarding Lead.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the relevant safeguarding and HR procedures in accordance with the procedure set out in [section 13.1](#).

13.2 Inviting the views and experience of learners, visitors and other stakeholders

We invite feedback and/or disclosure from all stakeholders in a number of ways. Where feedback is generic and about the quality of education in our academies, each academy website has an easy access link in order for any stakeholder to give feedback. We also welcome feedback by telephone or in writing to the direct number and address of the academy.

Sharing specific experiences or views

Any visitors to the site, staff members or learners can share their views at any time with either a member of the leadership or the person supporting them verbally or in writing. All new visitors are given a leaflet or on-screen information at sign in that tells them who to speak to if they have any questions or concerns while on site.

Surveys

We carry out annual surveys at least annually to ascertain key performance information in relation to safety and wellbeing, among other areas. These are learner and parent/carer surveys and the staff engagement surveys. They ask specifically about feelings of safety and related issues such as bullying so that the academies can plan improvements and celebrate successes.

How we ensure learners' voices are heard

Learners are allocated to tutor groups that have at least 2 familiar adults in them. They will see these familiar adults at the start and end of most days and are encouraged to participate in activities such as circle time, where they can raise questions, make observations or voice concerns. Our core value of "Continuous positive regard" should engender trust and confidence in our learners with the adults that support them.

School council

We have a school council where learners can ask questions, make observations or voice concerns about issues affecting them or others in the academy. School council representatives' feedback to their peers weekly via our "You said, we did" system during tutor time.

Equality Champions

We have an Equality Champion Team who work alongside the School Council to highlight the importance of everyone being treated equally. Their work is guided by the school's commitment to Rights Respecting Schools and Stone Wall Champion Programme.

Extensive pastoral and therapeutic support teams

These include Compassionate Schools Coaches and talking therapists. Learners may also choose to confide in these colleagues either in passing or in planned intervention sessions, if something is bothering them.

We publish information around the academy telling learners how they can raise safeguarding concerns or other things that might be worrying them and introduce this to learners when they first join the academy.

We accept that behaviour is often a form of communication for our learners. We analyse patterns of behaviour and intervene where learners are showing signs of escalation, as this may indicate a feeling of high anxiety, a lack of safety in or out of school or other issues that learners are unable to communicate verbally. Through pastoral, therapeutic and safeguarding colleagues we plan the best approach where such issues arise in order to offer the best and most effective support.

14. Safer Recruitment

We endeavour to ensure that we do our utmost to employ 'suitable' staff and to only allow 'suitable' volunteers to work with children by complying with the requirements of Keeping Children Safe in Education 2023 together with the Trust and the Local Authority Safer Recruitment policies.

Full details of our adherence to Safer Recruitment practices can be found in the MAT Recruitment and Selection Policy. In summary, Safer Recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history. CV's will not be accepted in isolation.
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- As part of the shortlisting process, the Academy will carry out an online search (including social media) as part of their due diligence on the shortlisted candidates. Candidates are made aware that this occurs. The searches will be carried out by someone unconnected to the recruitment process to reduce the risk of discrimination. That individual will then pass on only the relevant information they found to the recruitment team, withholding irrelevant information relating to age, gender, etc.
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders/LAB members, if shortlisted.

Academies are 'specified places' which means that the majority of staff and volunteers will be engaged in Regulated Activity. A fuller explanation of regulated activity can be found in Part 3 of Keeping Children Safe in Education 2023.

At least one member of each recruitment panel will have attended safer recruitment training.

We maintain a Single Central Record of recruitment checks undertaken and ensure that the record is maintained in accordance with section 3 of Keeping Children Safe in Education and guidance issued by the Local Authority. All staff are required to sign up to the Update Service which is checked at regular intervals by the Trust and Academies HR teams.

15. Other adults on site

15.1 Visitors

Visitors will be expected to sign in and out via the office sign in system and to display a visitor's badge whilst on the academy site, which confirms that they have permission to be on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Parents/carers who are simply delivering a letter or collecting their child do not need to sign in. The Principal will exercise their professional judgement in determining whether any visitor should be escorted or supervised while on site.

Visitors who have a DBS but are not on the update service and or their DBS is older than three months will be accompanied at all times.

The Principal is responsible for ensuring that the academy follows safer recruitment processes, including accurate maintenance of the Single Central Record and a vetting and recruitment process that places safeguarding at its centre, regardless of employee or voluntary role.

We ensure that there is at least one member of each interview panel has completed the safer recruitment course.

15.2 Volunteers

Volunteers will undergo checks commensurate with their work in the academy and contact with learners. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity. More detail is found in the MAT Volunteer Policy.

15.3 Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the academy's risk assessment process and statutory guidance. More detail is found in the MAT Volunteer Policy.

15.4 Agency Staff

We check the identity of agency staff on arrival.

Before arrival on site we quality check agency staff to ensure:

- they have complete safer recruitment checks with the agency
- they have the correct level and status of DBS
- they have the required experience and qualifications.

A photograph of agency staff members is emailed ahead of their arrival by the agency as well as formal confirmation that the above is in place.

15.5 Contractors

We check the identity of all contractors working on site and requests DBS checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

16. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our learners attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place. Where extended school activities are provided by and managed by the academy, the Academy's Safeguarding Policy and procedures apply. If other organisations provide services or activities on the academy site, we will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

17. Third Party organisations or individuals providing activities at the academy

At present the Academy does not have any letting agreements in place for third party organisations or individuals to use the premises independently of the academy.

There may be occasions when other organisations may provide services or activities on the academy site, which fall under their own safeguarding processes. Where this is the case the DSL and team will check the organisations have appropriate procedures in place, including safer recruitment procedures. Where this is the case the organisation or individual will be fully aware of the Academy DSLs and be able to liaise with them, in order to ensure that the safeguarding approach connected.

Inspection of these arrangements on an ad hoc basis will form part of the annual LAB member monitoring visit schedule.

18. Training

All staff must complete the appropriate level of safeguarding training within the defined timescales. Mandatory training for all staff is undertaken annually.

All staff also receive training regarding personal online activity, use of social networking and electronic communication with learners, about which there are strict rules and monitoring. Where staff are found to be in breach of these rules they may be subject to disciplinary action.

DSL and DDSLs undertake the initial designated safeguarding training and subsequent refresher courses every two years delivered by a suitably qualified professional/organisation.

The Trust Board and LAB members undertake mandatory safeguarding training on induction and refresh it annually.

The nominated LAB member is offered safeguarding training from a strategic perspective on a three-yearly basis, this can then be disseminated to the rest of the LAB.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the academy Safeguarding Policy, and reference to it in our handbook and on our website.

All members of staff, volunteers LAB members and Trustees are inducted and trained so that they understand:

- The contents of the academy Safeguarding Policy
- The signs and symptoms of concern
- How to respond to a child who discloses abuse
- What to do if they are concerned about a learner
- The role of the DSL
- The importance of their behaviour as outlined in the Staff / or Governor Code of Conduct
- That any individual may raise concerns directly with Children's Social Care services
- About the importance of online safety and in particular about the monitoring and filtering arrangements in place at the academy and who oversees these.
- About the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment.
- Their Prevent duty and about the Channel process
- Online safety

19. Reporting

All staff are made aware that it is a disciplinary offence not to raise concerns about a child, including those that relate to the conduct of a colleague that could place a child at risk.

All staff are made aware that the assessment of harm or abuse has to be multi-disciplinary and no single professional should take or have the responsibility of individually determining whether harm has occurred or not.

On receipt of an alert the DSL will refer and discuss any disclosed concerns with the duty assessment team in the child's home local authority and inform the Warwickshire duty and assessment team of the referral. This referral will also be discussed with the LADO and advice taken on next steps.

Where possible the DSL will discuss concerns with the family and inform them of any referrals being made to children's social care team, unless this may place the child at risk of significant harm, lead to the risk of losing evidence or in cases where fabricated or induced illness is suspected.

The referrer will keep written evidence of:

- Discussions with the learner
- Discussions with staff
- Discussions with parent/carer
- Discussion with managers
- Information provided to children's social care team
- Decisions taken (clearly timed, dated and signed)

The timings of referrals must reflect the level of perceived risk, but should usually be within one working day of the recognition of the risk/disclosure, where thresholds are met.

20. Supporting Staff

We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. Staff are also able to access support via the Employee Assistance Programme and at times through our own internal qualified practitioners such as clinical psychologists and talking therapists.

Guidance for staff can also be found in the following document: [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#) (May 2019)

An additional [COVID-19 addendum](#) (April 2020) has been released to read alongside Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.

We place great importance on staff wellbeing and invest in the wellbeing of staff in a range of initiatives. More information can be found in the MAT Wellbeing Policy.

21. **Monitoring Compliance and Impact**

This policy will be reviewed annually by the Trust Leadership Group, with input from the Trust Safeguarding Forum. The agreed model policy will then be customised to reflect any local aspects according to their geographical region.

This policy will be reviewed annually in via the Trust Safeguarding Forum. It will then be customised to reflect any local aspects according to their geographical region.

At every review we will consider the most up-to-date legislation and statutory guidance.

The Local Advisory Board will approve any review of this policy before it is presented for adoption to the MAT Board.

The Principal will ensure regular reporting on safeguarding activity and systems to the Local Advisory Board at every LAB meeting.

The Group Director will ensure regular reporting on safeguarding activity at every Trust Board meeting.

Implementation of this policy will be tested by:

- Internal audit
- External audit
- LAB and Trust Board visits
- Random testing by line managers

Appendices:

1. Categories of abuse and concerns - Definitions and Indicators of Abuse
2. Responding to a Safeguarding concern about a learner – poster of section 9.2
3. Responding to disclosures/allegations of Abuse (the 6 R's – what to do if)
4. Safeguarding leaflet / message for visitors

Version	Purpose / Change	Responsibility	Date
MATV1	<p>The Trust Safeguarding Forum, consisting of Safeguarding Leaders from across the Trust and the NSPCC Educational Consultant, have collaborated to produce a standardised Trust Safeguarding and Child Protection Policy, which has been adapted to encompass local procedural differences at each academy.</p> <p>The new policy complies with the updates to Keeping Children Safe in Education 2021</p> <p>Quest customisation:</p> <ul style="list-style-type: none"> • Systems and curriculum info used by Quest added • Protective behaviours approach added • Warwickshire Local Authority and information related to contacts has been added • Quest DSL information added. • The term pupils has been replaced to learners where relevant. • Equality Champion has been added. 	Nicola Wells	August 2021
MATV1i	Updating DSL information	Nicola Wells	January 2022

Version	Purpose / Change	Responsibility	Date																														
MATV2	<p>Updated to comply with Keeping Children Safe in Education 2022, the main updates being:</p> <table border="1"> <tr> <td>Important contacts</td> <td>- Updated as required</td> </tr> <tr> <td>3. Policy statement</td> <td>- Paragraph 3 added regarding governor training. - Preventative Measures section added</td> </tr> <tr> <td>5. Equality statement</td> <td>- MAT Low Level Concerns Policy added to list of policies.</td> </tr> <tr> <td>6. Legislation</td> <td>- Domestic Abuse, Online Safety, LGBT paragraphs added</td> </tr> <tr> <td>8.1 MAT Responsibilities</td> <td>- Added last bullet point on compliance with funding agreement /PACE - Safeguarding Forum is set up trust-wide/ Practice Supervision provided.</td> </tr> <tr> <td>8.2 DSL Responsibilities</td> <td>- Last bullet point added - having awareness of extra-familial harm.</td> </tr> <tr> <td>8.3 DDSL Responsibilities</td> <td>- Clarification that a team of DDSLs are in place to assist in undertaking the responsibilities.</td> </tr> <tr> <td>9.5 Transition</td> <td>- New section on sharing information with others</td> </tr> <tr> <td>10.7 If a child is at risk..</td> <td>- Last sentence added regarding children's understanding of the law being to protect them</td> </tr> <tr> <td>10.9 Learners as abusers</td> <td>- Risk assessments in place where a learner is identified as potentially being a risk to other learners.</td> </tr> <tr> <td>11. Child on Child Abuse</td> <td>- Terminology updated (formerly Child on child abuse) - Use of 'victim and perpetrator' to be mindfully used in the presence of children and young people.</td> </tr> <tr> <td>13. How to report...</td> <td>- Reference to the MAT LLC Policy added.</td> </tr> <tr> <td>13.1 Malicious reporting</td> <td>- Proven malicious reporting to be investigated</td> </tr> <tr> <td>14. Safer Recruitment</td> <td>- Shortlisting process to include an online search</td> </tr> <tr> <td>Appendix 1e</td> <td>Further definition of Domestic Abuse added</td> </tr> </table>	Important contacts	- Updated as required	3. Policy statement	- Paragraph 3 added regarding governor training. - Preventative Measures section added	5. Equality statement	- MAT Low Level Concerns Policy added to list of policies.	6. Legislation	- Domestic Abuse, Online Safety, LGBT paragraphs added	8.1 MAT Responsibilities	- Added last bullet point on compliance with funding agreement /PACE - Safeguarding Forum is set up trust-wide/ Practice Supervision provided.	8.2 DSL Responsibilities	- Last bullet point added - having awareness of extra-familial harm.	8.3 DDSL Responsibilities	- Clarification that a team of DDSLs are in place to assist in undertaking the responsibilities.	9.5 Transition	- New section on sharing information with others	10.7 If a child is at risk..	- Last sentence added regarding children's understanding of the law being to protect them	10.9 Learners as abusers	- Risk assessments in place where a learner is identified as potentially being a risk to other learners.	11. Child on Child Abuse	- Terminology updated (formerly Child on child abuse) - Use of 'victim and perpetrator' to be mindfully used in the presence of children and young people.	13. How to report...	- Reference to the MAT LLC Policy added.	13.1 Malicious reporting	- Proven malicious reporting to be investigated	14. Safer Recruitment	- Shortlisting process to include an online search	Appendix 1e	Further definition of Domestic Abuse added	Group Director/ TLG	Aug 22
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APPENDIX 1

Categories of abuse and concerns – definitions and indicators.

- a. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a learner. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a learner.
- b. **Emotional abuse:** the persistent emotional maltreatment of a learner such as to cause severe and adverse effects on the learner's emotional development. It may involve conveying to a learner 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 learner opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on learners. These may include interactions that are beyond a learner's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the learner from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing learners frequently to feel frightened or in danger, or the exploitation or corruption of learners. Some level of emotional abuse is involved in all types of maltreatment of a learner, although it may occur alone.
- c. **Sexual abuse:** involves forcing or enticing a learner or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the learner is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving learners in looking at, or in the production of, sexual images, watching sexual activities, encouraging learners to behave in sexually inappropriate ways, or grooming a learner in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other learners. The sexual abuse of learners by other learners is a specific safeguarding issue in education.
- d. **Neglect:** the persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in the serious impairment of the learner's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a learner 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 learner from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a learner's basic emotional needs
- e. **So-called 'honour based' abuse (including Forced Marriage and Female Genital Mutilation):** So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

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

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.

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

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

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

- b. **Child Criminal Exploitation (CCE):** Some specific forms of CCE can include learners being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Learners can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As learners involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older learners), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

- c. **County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".
- d. **Serious Violence:** All staff should be aware of the indicators, which may signal learners are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that learners have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been

frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

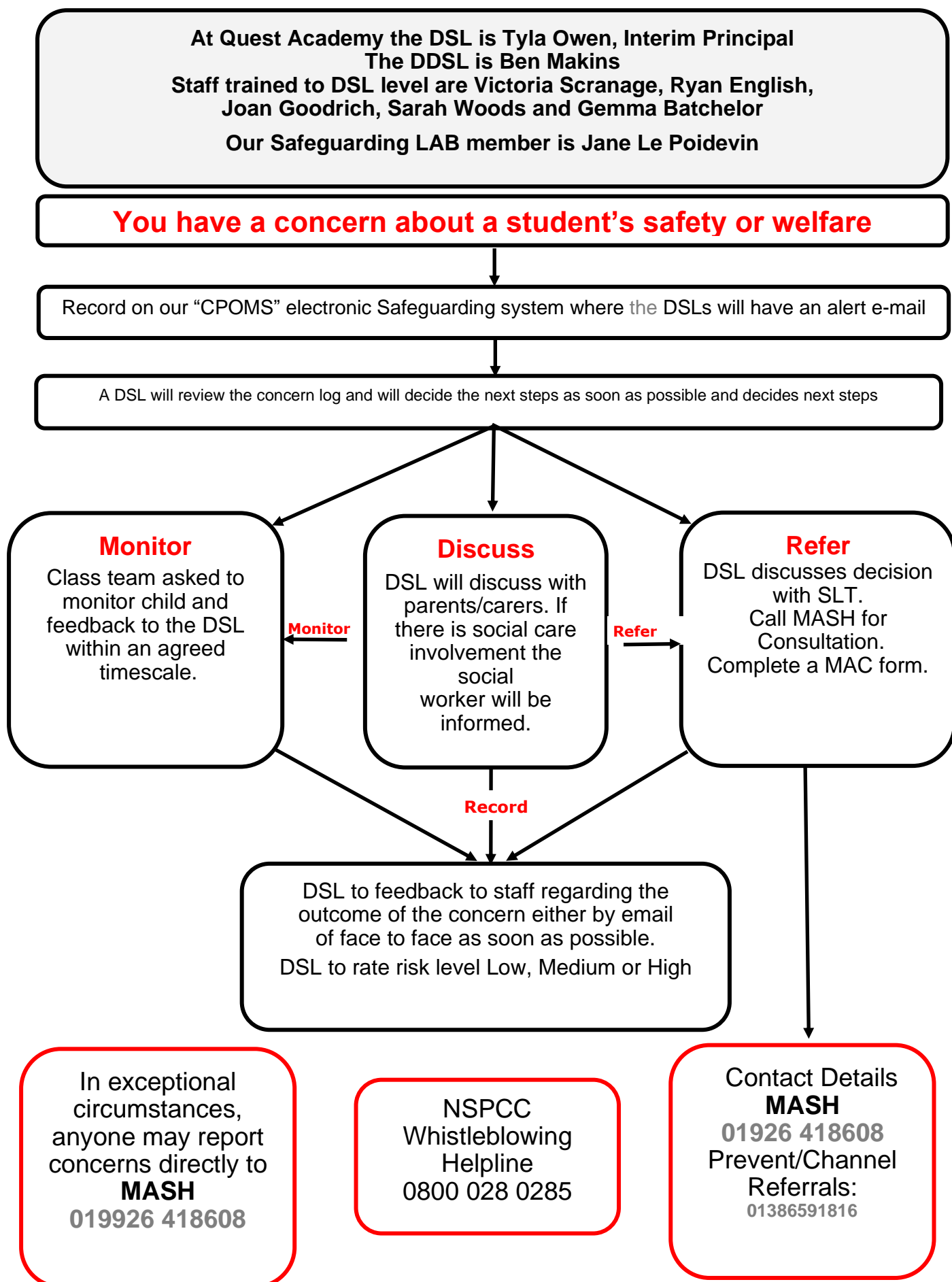
- e. **Domestic abuse:** Domestic abuse can be psychological, physical, sexual, financial, or emotional. It can impact children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and learner/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. All learners can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on learners. In some cases, a learner may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of Child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any learner under 18, where there are concerns about safety or welfare, learner safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

- f. **Radicalisation:** Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This 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. All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as The Prevent Duty.

RESPONDING TO A SAFEGUARDING CONCERN ABOUT A CHILD



APPENDIX 3

Responding to disclosures/allegations of Abuse (the 6 R's – what to do if)

If a learner says or in some way indicates that abuse has taken place:

1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible after

2. Reassure

- Reassure the learner that they have done the right thing in talking to you
- Do not promise confidentiality**; you have a duty to refer, make it clear who you need to tell.
- Do not** make promises you cannot keep e.g. "It will be alright now"
- Reassure and alleviate guilt, if the learner refers to it e.g. "you're not to blame" despite what they may have been told.
- Avoid condemning the alleged abuser.
- Tell the learner that there are people who will help, and will keep them safe.
- Reassure the learner that information will only be shared with those who need to know

3. React

- Allow a learner who is freely recalling significant events to continue but do not press for detail beyond what is minimally necessary to be clear that some form of abuse is being described.
- Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do not** make suggestions about what has taken place or how it came about, or question the learner except to clarify what he/she is saying.
- Do** ask open "TED" questions; Tell explain describe
- Do not criticise the perpetrator; the learner may have affection for him/her
- Do not ask the learner to repeat it all to you or another member of staff before referring
- Explain what you have to do next and who you have to talk to
- Do not** make assumptions of the learner's feelings

4. Record

- Write down exactly what has been communicated immediately afterwards, describing specifically what was communicated and how and what you said in response
- Do not destroy your original note
- Record the date, time, place, any non-verbal behaviour and the words used by the learner. Ensure that as far as possible you have recorded the actual words used by the learner.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the DSL
- Do not** assume the parents/carers are not involved with or a party to the abuse.
- Always remember-responsibility for making enquiries & investigating allegations rest with learners's social care & police learner protection team (CPT) along with other relevant agencies, not us.

6. Relax

- Get some support for yourself

It is important in your report that you include the learner's physical/emotional state and ensure the report is signed, dated and timed.

You must inform the DSL immediately.

You must not discuss any of the information with anybody; all information received from the learner should remain confidential at all times.


STAYING SAFE

DESIGNATED SAFEGUARDING TEAM


If you are worried about something that is happening to you or someone else, whatever the problem, we are here to listen.

Our Safeguarding Team is led by Tyla Owen, our interim school Principal.

In Tyla's absence our Deputy Designated Safeguarding Lead is Ben Makins




Tyla
Designated Safeguarding Lead




Ben
Deputy Designated Safeguarding Lead

Our Core Team also includes:




Gemma




Joan


Our additional Designated Safeguarding Team are:




Laura



Ryan




Victoria




Sarah

Trust Safeguarding Representative:




Tony

LAB Safeguarding Representatives:




Brin - Chair



Jane - Member

For more information about staying safe online visit: www.thinkuknow.co.uk



APPENDIX 4 – Stay Safe Poster and Safeguarding Leaflet for visitors



No learners should experience harm either at home or at school.

Everyone who works in our school has a responsibility to make sure that all our learners are safe.

This leaflet has been given to you to make sure you understand what is expected of you as a visitor to the school with responsibilities that may involve contact with young people. It is your duty to be aware of its content and to take appropriate action when necessary. Please ask the person who gave you this leaflet if you are not clear about any information in it. Please keep it in a safe place for reference, if needed.

If you are worried about the safety of any learner in the school, you must report it to the person named on the back of the leaflet.



The Designated Safeguarding Lead: Is responsible for Child Protection, and should be contacted if you are concerned about the safety of a learner.

Tyla Owen
tyla.owen@macintyreacademies.org

Deputy Designated Safeguarding Lead:

Ben Makins
Ben.Makins@macintyreacademies.org

On Call Phone
07377 990 795

School Number
01788 593 112

Group Director- Kevin Rodger
07759 835 492

If none of the above are available, and a senior member of staff cannot be contacted, speak to the person who normally supervises your contracted work in the school. Tyla Owen will be contacted as soon as possible.

Alternatively, please see all DSL's below



All learners have the right to grow up safe from harm



Child Protection Guidance for Visitors

This leaflet has been produced with advice from the Safeguarding in Education Team, Warwickshire County Council



Firstly welcome to Quest Academy!

At Quest Academy we are open and welcoming to all. Key to our success is our partnership with parents, carers and the local community. We want people to participate in the life of the academy in an atmosphere of mutual understanding, in a way that ensures the safety, security and wellbeing of our learners and staff. This documents sets out our code of conduct for visitors.

Visitors are welcomed at the discretion of the Principal or other members of the SLT in their absence.

To ensure a safe and positive environment, we expect parents, carers and visitors to:

- Confirm their identity upon arrival.
- Sign in at reception.
- Wear an appropriately coloured visitor's lanyard and badge dependant upon DBS clearance level, which must be clearly visible at all times when on the school premises.
- **Red** = No DBS and unable to be left alone with learners
- **Blue** = DBS seen and ok to be unsupervised if necessary.
- Respect the ethos of the academy, underpinned by its core values.
- Respect all children and staff.
- Set a good example to learners through speech and behaviour
- Have a regard for health, safety and security of everyone and everything at the academy.
- Contribute positively and constructively during the visit.
- Work as part of a team for the benefit of our learners.
- Raise concerns or questions about the academy through the appropriate channels by contacting the relevant teacher, the Principal or the Group Director so they can be dealt with fairly, appropriately and effectively for all concerned (details available on the Academy website).



This is what you are likely to see when you visit:

- Staff interacting with learners in a respectful and empowering way.
- Everyone maximising opportunities for learning.
- Learners learning in a way that makes sense to them, this may not be inside the classroom.
- Learners may be anxious, they will be positively supported to keep safe in the least restrictive way possible.

We consider the following behaviour unacceptable:

- Taking photographs or videos or using recording equipment (without prior consent from the Principal).
- Using loud or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening behaviour.
- Physically aggressive behaviour.
- Property damage.
- Approaching someone else's child in a negative way.
- Smoking and consuming alcohol or other drugs whilst on academy property.

Fire

On hearing the fire alarm, please progress through to the nearest fire exit and walk calmly to the Fire Assembly point (MUGA at the rear of the building or front Car Park dependant upon your location). Once there, please wait for your name to be logged as present.

Health and Safety issues

Please take note of Reception's contact details for any site emergencies.

Reception: 01788 593 112

quest.office@macintyreacademies.org



If I am concerned that a learner is being harmed, or I have a safeguarding concern regarding a member of staff what action should I take?

- You must tell Tyla Owen, Interim Principal & Designated Safeguarding Lead as soon as possible. If he is not available, you should tell the Deputy Designated Safeguarding Lead, Ben Makins.
- If possible, summarise your concerns in writing, including the learner's name/ name of member of staff (if you know it) or a brief description of the learner/ staff. If a learner has told you that they are being harmed, write down as accurately as possible what was said.
- Please pass your statement to Tyla Owen (if unavailable, Ben Makins) ensuring that it includes your name and the date.
- The matter will be investigated in accordance with the school's Child Protection Policy Procedure.

Safeguarding concerns about the Principal should be reported to the Group Director.

Our Safeguarding Policy can be found on our website under the heading essential information.

Thank you for assisting us with the implementation of this policy. Enjoy your visit and we thank you for your continued support.