Safeguarding & Child Protection Policy 2026-2027

This Safeguarding & Child Protection Policy outlines the commitment of i2e schools to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. The policy explains how roles, responsibilities and accountabilities are delegated

This policy was approved as follows:			
Approver:	**Board of Trustees**	**Date:**	**September 2026**
Owner:	Operations	**Version:**	3.0
LAC adoption date:	September 2026	**Review frequency:**	Annually
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This policy applies to all School Academy staff, Governance, Visitors, pupils and parents.

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Document History

Version	Version Date	Author	Summary of Changes
V1.0	August 2024	LB Operations	New policy to reflect both School and Trust level processes, accountability and procedures, prepared in line with the Keeping children safe in education – Statutory guidance for schools and colleges", September 2024 and "Working Together to Safeguard Children", 2023, SSCB policy template and in consultation with CEO.
V1.1	January 2025	Liz B Operations	Policy reformatted using new template and Trust name change updated. No material changes to policy content; Governance review not required.
V2.0	September 2025	Operations	Updated policy – Changes made to reflect KCSIE 2025 and SCC updated policy template. Trust Board approval via NC
V3.0	September 2026	Headteacher	Change of staff, leadership and DSL.

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Named staff and contacts

School: Hutchinson C of E First School

Role in school	Name(s)	Date and Level of Safeguarding Training
Headteacher	Danielle Austin	DSL January 2024(Level 3) September 2026 (Level 2)
Designated Safeguarding Lead (DSL)	Danielle Austin	January 2024 DSL Training (Level 3) September 2026 (Level 2)
Deputy Designated Safeguarding Lead/s (DDSL)	Jo Johnson	September 2026 (Level 2)
Nominated Governor for Safeguarding	Carl Gliddon	November 2025
Chair of Governors	Carl Gliddon	November 2025
Designated teacher for Children in Care and Previously Looked After Children	Danielle Austin	October 2025
Prevent Lead	Danielle Austin	January 2024 DSL Training (Level 3)
Mental Health Lead	Martha Broome	-
Attendance Champion	Danielle Austin	January 2024 DSL Training (Level 3)
PSHE Lead	Danielle Austin	January 2024 DSL Training (Level 3)

Trust

Role in Trust	Name & Contact details	Date and Level of safeguarding training
CEO (DSL)	Kerry Rochester k.rochester@i2e.org.uk 01889 878155	Level 3 – June 2024 Level 2- September 2026

Designated Board member for Safeguarding	Stuart Harper s.harper@i2e.org.uk	Trustee Safeguarding Training September 2025

Local Authority Services	**Contact details**
Staffordshire Education Safeguarding Advice Service (ESAS)	01785 895836 email: esas@staffordshire.gov.uk
Local Authority Designated Officer (LADO)	0300 111 8007
Staffordshire Children Advice and Support (SCAS)	0300 111 8007
Emergency Duty Services (EDS safeguarding concerns)	0345 604 2886 or email eds.team.manager@staffordshire.gov.uk
Stoke-on-Trent Children's Services: Chat and Advice Service (CHAD) Emergency Duty Team	01782 235100 01782 234234 (outside office hours)
School Guidance around Asylum Seekers (Central Thoroughfare Team)	Dave Atherton david.atherton@staffordshire.gov.uk
Staffordshire Police Prevent Team	01785 232054, 01785 233109 or email prevent@staffordshire.police.uk
PHSE Coordinator	Natalie McGrath natalie@staffscvys.org.uk

National Contacts	**Name & Contact details**
CEOP (Child Exploitation and Online Protection)	CEOP Safety Centre
Professionals Online Safety Helpline	0844 381 4772 Safer Internet Helpline Email helpline@saferinternet.org.uk
Safer Internet Centre	helpline@saferinternet.org.uk
NSPCC	24-hour Child Protection Helpline 0808 800 5000 NSPCC Staffs School contacts rachel.willis@nspcc.org.uk & Matthew.Harding@nspcc.org.uk
Women's Aid	24 Hour Helpline: 0870 2700 123
Childline	0800 1111 Childline

1. Introduction

1.1 Hutchinson C.E First School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance DfE Keeping Children Safe in Education 2025 (KCSiE) and this document is read alongside:

- Working Together to Safeguard Children 2023
- Staffordshire Safeguarding Children Board Procedures
- What to do if you are Worried a Child is being Abused-Advice for Practitioners
- Behaviour in Schools - Advice for headteachers and school staff
- Other sources of best practice including but not limited to NSPCC Caspar newsletters, Andrew Hall, The Safeguarding Company, The Key, The School Bus.
- Link to other policies: Anti-Bullying (including cyberbullying indicators), missing children, online safety, staff code of conduct, safer recruitment, reasonable force and whistleblowing

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;
- **Support** (to pupils and school staff and to children who may have been abused)
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all trustees, local academy committee members, staff, volunteers and visitors to the school. We recognise **that child protection is the responsibility of all staff.** We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

- We follow the Staffordshire Safeguarding Children's Partnership policies and procedures. StaffsSCB (Appendix 1)

1.5 **Extended school activities**

Where the Trust provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Headteacher will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect

children and there are arrangements to liaise with the school on these matters where appropriate. This will be monitored by the Local Academy Committee through the school's annual safeguarding audit.

2. Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

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

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and they are encouraged to seek help from staff members. This includes understanding that the child's presenting behaviours and observations by staff also form part of the child's voice.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;

- Include in the curriculum learning and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn to for help;

- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies, working closely with safeguarding partners towards the same goals, learning with and from each other; and acknowledging the four principles that as professionals we should follow when working with parents and carers:

  1. effective partnership and the importance of building strong, positive, trusting and cooperative relationships
  2. respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
  3. empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
  4. involving parents and carers in the design of processes and services that affect them.

- Operate safer recruitment procedures and follow the Trust safer recruitment policy and use the safer recruitment checklist to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children. These include but are not limited to: identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) checks.

- Ensure ALL staff have a professional curiosity and speak to a DSL or DDSL if they have any concerns about a child or safeguarding incident. Our staff determine how best to build trusted relationships with children which facilitates this communication.

- We understand our statutory duty to safeguard and promote the welfare of children, and we maintain a professional attitude of ***'it could happen here'*** where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

- Everyone has a responsibility to **act immediately** to protect children from harm or potential harm by reporting anything that might suggest a child is being abused, neglected, exploited or involved in an unsafe activity. It is our commitment to work safely and challenge inappropriate behaviours of any staff member, governor, volunteer, and visitor, that underpins this commitment.

- We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate, this could take the form of clinical supervision. Education Support helpline - free and confidential emotional support for teachers and education staff via the Trust Wellbeing Service App.

2.3 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE/Citizenship and in the wider curriculum:-

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)
- Online safety
- The danger of meeting up with strangers
- Protective Behaviours Safety Curriculum
- Fire and water safety
- Road safety
- Domestic violence / Healthy Relationships / Consent
- (so called) Honour Based Abuse issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 7),
- Sexual exploitation of children (CSE), including online
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

The school follows the statutory Relationships and Sex Education policy alongside the delivery of our PSHE Curriculum.

3. Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document and displayed in the public reception area and the staffroom within the school. These names are also readily available to parents and the local community upon request.

All staff are aware of their responsibility to provide a safe environment in which children can learn.

All staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of our setting, inside and outside of home and online including contextualised safeguarding. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse, neglect and exploitation, to identify cases of children who may need our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

3.2 Governance

In accordance with the statutory guidance documents Keeping Children Safe in Education 2025 the Trust Board and Local Academy Committee will ensure that:-

- The school has personalised this (where indicated) Child Protection & Safeguarding Policy, procedures and training in place which are effective and comply with the law at all times. The current policy is made available publicly and on the school's website.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. At least one person fully involved in the recruitment process and on any appointment panel will be Safer Recruitment trained.
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).
- The Headteacher has overall accountability for safeguarding and child protection by the school both within and outside of the school day including online learning platforms, preschools, wrap-around care and holiday clubs. They may designate a senior member of the school's leadership team to take lead responsibility for dealing with child protection and safeguarding (the "Designated Safeguarding Lead"). In addition, other appropriately trained members of staff will always cover for the Designated Safeguarding Lead role when needed both within and outside of the school day including online learning platforms, preschools, wrap-around care and holiday clubs ("Deputy Designated Safeguarding Leads").
- The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead undertake effective Safeguarding Children Partnership training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings, regular attendance at DSL network meetings, partnership work with other DSL's etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated at least annually (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and that new staff, visitors and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities **before any contact with children** (including this policy,Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). Annex A from "documents Keeping Children Safe in Education 2025 is provided to all staff working directly with children. Dated records of this training, including content covered, attendance list and signed acknowledgement from staff that they have read, understood and will abide by the policies and procedures shared, will be kept by the school.
- Any deficiencies or weaknesses brought to the attention of the Local Academy Committee will be rectified without delay. An annual safeguarding audit is reviewed by the Local Academy Committee in the Autumn Term with any actions identified, implemented and monitored in a timely manner.

- The Trust CEO deals with any allegations of abuse made against the Headteacher, firstly in liaison with the Local Authority Designated Offcier (LADO) and then the Chair of the Trust Board. The Chair of the Trust Board deals with allegations of abuse made against the Trust CEO.
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers.
- An annual safeguarding audit is completed by the Designated Safeguarding Lead and outcomes reported back to the Local Authority, Trust Board and Local Academy Committee through an annual priority plan and if appropriate inclusion on the school's risk register. Headteachers review the school's Safeguarding action plan regularly.
- The Local Academy Committee will support the school with issues to do with safeguarding children and child protection within the school, and liaise with the Designated Safeguarding Lead, Headteacher and CEO if appropriate.
- The Trust Board will nominate a Trustee safeguarding champion who will be an advocate for issues to do with safeguarding children and child protection within the trust. The CEO will provide information, training and compliance/monitoring reports to the Trust Board at least annually.
- The Local Academy Committee will ensure that appropriate action is taken to meet the Cyber security standards for schools and colleges to improve the resilience to cyber-attacks and keep up to date with new guidance issued in this area.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children 2023" including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Staffordshire Safeguarding Children Board Procedures

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Trust Board and LAC are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school who may pose a risk of harm to a child or young person are notified firstly to the Local Authority Designated Officer by the headteacher, then the CEO.
- All staff and volunteers feel able to raise concerns about poor or unsafe practices in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle-blowing helpline number is also available (0800 028 0285). The NSPCC Whistle-blowing Advice Line poster is displayed in staff areas.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care, Children and Family Specialist Services or the Police.
- All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. by escalating internally if outcomes are not improving for children or externally using the SSCB Escalation Policy.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead and Deputies are found in Annex B of "Keeping children safe in education" 2025 and Innovate2Educate Partnership DSL role descriptors (Appendix 10) shared with DSL's as part of the schools performance management process, they include:

- Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection
- Liaising with the CEO, executive headteacher, headteacher or head of school about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaison with the CEO and the Local Authority on any deficiencies brought to the attention of the Local Academy Committee and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.
- Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety and the requirements relating to the safe use and filtering of generative AI) and when deciding whether to make a referral, by liaising with relevant agencies.
- Ensuring that **all** staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- Considering how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. In addition to specific needs such as disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LACTQ.
- Attending and contribute to child protection conferences (initial and review), core group meetings and Child in Need meetings and other multi-agency safeguarding meetings when required. Prior to the conference, whether attending or not, will complete the Education Report and submit it to the Conference
- Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues.
- Ensure each member of staff has access to and understands the school's safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing in education,and staff behaviour. Staff will be trained to recognise, record and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to all staff and those working directly with children; before contact with children is allowed.

- Keep detailed, accurate (including date and time stamp) and secure records of concerns and referrals, including the use of MyConcern;

- Be aware of the school's responsibility for information security and access management, and ensure that the school has the appropriate level of security protection procedures in place to safeguard the systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance: Filtering and monitoring standards for schools and colleges; Cyber security standards for schools and colleges ; Cyber Security Training for School staff

- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.

- Where children leave the school, ensure their child protection records are either transferred via MyConcern electronically or handed to the Designated Safeguarding Lead and signed for in the new school as soon as possible - this will be in advance of the pupil arriving where specific ongoing support is required.

- Maintain and monitor secure child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

3.5 The Designated Teacher for Looked after pupils

The Local Governing body will appoint a Designated Teacher (DT) who works with the local authority to promote the educational achievement of registered pupils in the school, who are looked after. They will:

- Work across the school to promote and improve educational outcomes for children in care using evidence-based interventions.

- Have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. Be appropriately trained and have the relevant qualifications and experience.

- Liaise closely with the Virtual School to provide the most appropriate support, utilising Pupil Premium Plus funding, to ensure that they meet the needs identified in the child's personal education plan (PEP). They work with the Virtual School Headteacher to promote the educational achievement of previously looked after children.

- Work collaboratively with the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaise as necessary regarding any issues of concern affecting the care leaver.

- Be attachment aware, and trauma-informed and take a relational-based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes.

- Are aware of the additional duties of the virtual school headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. Support them in improving outcomes

for children with a social worker. Guidance: Virtual Headteacher Role-Children with a social worker

3.6 Trust Safeguarding Lead (CEO)

The Trust Safeguarding Lead will:

- Ensure that safeguarding policies, procedures and practice across the academy trust meet statutory requirements.
- Monitor and support all schools so they meet compliance expectations and are developing practice.
- Liaise with stakeholders to inform of issues, updates and serious case reviews.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
- Liaise with other agencies in relation to wellbeing and safeguarding.
- Monitor the completion of audits of safeguarding compliance in schools currently in the trust and due diligence of new schools.
- Devise, review and update monitoring and evaluate trust-wide systems for safeguarding.
- Support schools with areas for development where appropriate.
- Support DSL's in leading and managing processes and procedures in relation to safeguarding and Child Protection:
- Keep the Trust's central Risk strategy for safeguarding updated and produce an annual report for the Trust Board.

4. Records, Monitoring and Transfer

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

4.2 The school uses MyConcern to secure online monitoring of children protection, safeguarding and wider pupil pastoral welfare software to record child protection and behavioural concerns. Other records will be scanned into MyConcern where possible however if other records exist relating to actual or alleged abuse or neglect they are stored apart from normal pupil or staff records. These records are coded to hide identity and will be recorded on MyConcern to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know. Discussions of specific children and sensitive information should take place in appropriate rooms where confidentiality can be maintained.

4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.

4.4 Child protection records are reviewed regularly by the Designated Safeguarding Leadership Team to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon, alongside

reviewing the impact of significant events in the child's life such as abuse. Records of these reviews are kept in school and any actions taken are clearly identified and logged on the pupil's MyConcern file or incident log.

4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records. If a pupil's new school does not use MyConcern, the school will run a full student report, and either print a hard copy for a physical handover or send on through a secure electronic system. The school is required to obtain a signed and dated record of the transfer. Where MyConcern is used by the receiving school records will be sent over electronically and securely through the MyConcern system. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover or electronic MyConcern transfer not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police, should be signed for and always copied. The identity of other agency staff requesting confidential information should always be checked and verified. Information sent via electronic transfer will always be to a secure and professional email account and password protected. Passwords will always be sent in a separate email.

4.6 Staff safeguarding concerns and allegations will be recorded on MyConcern by only the Executive Headteacher. Staff will be made aware of their duty to report any concerns they have to the Head Teacher immediately and be referred to the Trust's Whistleblowing policy and procedures.

- The CEO deals with any allegations of abuse made against members of central services, in liaison with the Local Authority Designated Officer (LADO) and the Chair of the Trust Board.
- The CEO (working with the Chair of the Trust Board) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer (LADO).
- The Chair of the Trust Board deals with allegations of abuse made against the CEO.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified **firstly** to the Local Authority Designated Officer by the DSL dealing with the allegations, (if this is not the Headteacher) then the Headteacher and CEO for further investigation.

5. Specific Safeguarding Issues

5.1 Children potentially at greater risk of harm

All children deserve protection, but our Trust and school acknowledge that certain groups of children may be at a higher risk of harm than others. While the following list is not exhaustive, it highlights some of these vulnerable groups:

- Children who need a social worker (Child in Need & Child Protection)
- Children who are absent from missing from education
- Children who are Elective Home Educated (EHE)
- Children requiring mental health support
- Looked after children (LAC), previously looked after children (PLAC) and care leavers.
- Children with special educational needs & disabilities or health needs.
- Children who are lesbian, gay, bisexual or gender questioning (LGB or gender questioning) Revised guidance expected imminently and will signpost to this guidance in September 2025.

- Children who are young carers
- Children who are affected by parental conflict and/or domestic abuse
- Children who are refugees or asylum seekers
- Children vulnerable to/at risk of/involved in CSE/CCE

5.2 **Support to pupils -** Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognise that mental health concerns for such children may result in school being one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education 2025". In KCSiE 2025 guidance, reference is made to alleged perpetrator and perpetrator, however we will try to avoid using these terms and instead we will refer to children and young people who have 'displayed' or 'instigated' particular behaviours. We will ensure that **all** children involved receive support.

5.3 **Child-on-Child Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, child-on-child abuse is more likely to be perpetrated by boys on girls. There are separate school and local authority or Staffordshire Safeguarding Children Board guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy and "Guidance for schools working with children who display harmful sexual behaviour" and the DfE guidance "Sexual violence and sexual harassment between children in schools and colleges". Where an incident has occurred or specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Where specific risks are identified, the Brook Traffic Light Tool for identifying sexual behaviours will be used. Where a pupil is assessed as a red risk the DSL will seek advice from Social Care / Police as appropriate. If a child is identified as amber risk this pupil will be closely monitored and early help strategies put in place including the contacting of additional agencies in agreement with parents where appropriate to support the child and family. Appropriate support will be offered to both the alleged victim and the child or young person accused and a referral to any relevant outside agency will be made eg Police/Social Care.

5.4 **Sexting** - The school will always respond if informed that children have been involved in 'sexting' (youth-produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case-by-case basis.

The key points are:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If the school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation, distribution of sexual images, blackmail or the deliberate targeting of a vulnerable student, inform the police

5.5 **Sexual violence, sexual harassment and harmful sexual behaviour** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LACTQ+ children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

<u>Curriculum</u>

The school's safeguarding Curriculum, PHSE lessons and Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

<u>Responding to an incident</u>

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and child(ren) accused . Parents will be included in discussions about the format that this support will take.

5.6 **Children Missing from Education (including children who are absent from education)**– our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full-time education or who go missing from education (for a continuous period of 10 days or more). The local authority will also be informed where children are to be removed from the school register The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g., elective home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced because of a crisis e.g., domestic violence or homelessness;
- Has been certified by a medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children missing education .

Further information for colleges providing education for a child of compulsory school age can be found in: Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges

Children who attend an alternative education provision

Children who attend an alternative education provision or have an agreed a reduced timetable are more likely to be vulnerable to these forms of exploitation. The DfE Guidance clarifies that

when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, including knowing where the child will be based during school hours. We will ensure that regular reviews of the provision take place frequently (at least half termly) to ensure the placement continues to be safe and meets the child's needs.

Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

Alternative Provision-DfE Statutory Guidance

Education for children with health needs who cannot attend school-DfE Statutory Guidance

We understand our responsibility to link school absence/missing episodes with the impact this has on the child's education. We know that there is a distinction between a child being absent and when they are subject to a missing episode and the importance of acting on this information and reporting a missing episode when appropriate. We have a key role in sharing information with the police and any lead practitioner involved with the family when a child is reported missing. We will provide, when required, an appropriate environment for a Return Home Interview (RHI) within the education setting, where possible and will contribute to safety planning when required. We will follow our attendance policy for children who are regularly and persistently absent.

If a child is not known to the Local Authority or other agencies but there are remaining safeguarding concerns, we will consult the SSCP Threshold Framework and ensure that any concerns are reported to the appropriate agencies/partners.

The school holds at **least 2 emergency contact** numbers for each pupil. If a child goes missing from school and is unable to locate them, the parents/carers are informed and the Police are contacted to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children. The school will take reasonable steps to make inquiries to ascertain the whereabouts of children who would be considered 'missing' and record these on MyConcern. These procedures are further outlined in the school attendance policy.

When a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file, if there is one, to the EHE Team (electivehomeeducation@staffordshire.gov.uk) within Staffordshire County Council and inform other professionals who may be involved with that child.

5.7 **Child sexual exploitation (CSE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when the activity

appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime **can be** associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals **may** exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate. The DSL has knowledge of the Risk Factor Matrix (RFM) and will complete this as necessary along with colleagues who have information to share to measure risk of vulnerable pupils at the earliest opportunity.

We are aware of the Child Exploitation Risk Screening Tool and use this at the earliest opportunity to understand the risk factors in a child's life.

5.8 Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children 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.

Children 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 children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), 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.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late.
- children who regularly miss school or education or do not take part in education.

Guidance documents:

- Safeguarding children who may have been trafficked
- Child Exploitation - StaffsSCB

5.9 **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".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure the compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered via the Police. Further information can be found here National Referral Mechanism

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation: -

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploited even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females,young people or adults and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Guidance Document:

- Criminal Exploitation of Children and Vulnerable Adults; County Lines
- County Lines toolkit

5.10 **So-called 'honour-based' abuse** (HBA) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of 'so-called' HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.11 **FGM** - comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision, and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Guidance Documents: -

- Multi Agency Statutory guidance on Female Genital Mutilation
- Female Genital Mutilation Act 2003

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

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family, or members of their community, could put the young person in a situation of significant risk.

Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

From February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

School and college staff can contact the Forced Marriage Unit for advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Guidance Document:

- Forced Marriage
- The right to choose: government guidance on forced marriage

5.13 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling (whether of full blood or half blood or by marriage or civil partnership)). The DSL/DDSL when they become aware of a private fostering arrangement will fulfil the mandatory duty to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting (0300 111 8007), who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Document:

- Children Act 1989 – Private Fostering
- What is Private Fostering? | Foster For Staffordshire (New link)

5.14 **Child Missing from home or care** - There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance document:

- Children who run away or go missing from home or care

5.15 **Domestic Abuse including Operation Encompass**- Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

Psychological, Physical, Sexual, Financial & Emotional

Children living in households where domestic abuse takes place should be considered and treated as victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the

abuse or may have had to leave the family home as a result. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children/ young people.

Operation Encompass is registered for our school and we act appropriately when we receive an alert to support the children in our school. Our DSL/DDSL has completed the National Operation Encompass training and therefore we are an Operation Encompass setting. This enables police and education settings to work together to provide emotional and practical help to children. It ensures that we have up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Guidance Documents:
Refuge-Domestic abuse & effects on children New Link
Domestic abuse: specialist sources of support New link
Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Fri)

5.16 **Drugs**
There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance Documents:
NSPCC-Parental Substance Misuse
Drugs Advise for Schools

5.17 **Fabricated or Induced Illness (FII) and Perplexing Presentations (PP)** - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.
There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

In Staffordshire we use the following guidance
FII-PP Pathway NEW LINK
NHS-Overview-Fabricated or Induced Illness

5.18 **Homelessness** - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

Indicators of risk include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussions with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will not replace a referral into children's social care where a child has been harmed or is at risk of harm.
We also recognise that in some cases 16/17 yr olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL will ensure that appropriate referrals are made based on the child's circumstances.

5.19 **Mental Health** - All staff have an important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We

have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, will observe children daily, and identify and raise concerns about those whose behaviour suggests they may be experiencing difficulties.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- Addressing Trauma and Adversity
- Mental Health and Behaviour in Schools Guidance.
- Preventing and tackling bullying
- Every Interaction Matters
- MIND-Parenting Capacity and Mental Health
- NSPCC-Mental Health and Parenting
- Guidance for education settings responding to a sudden unexpected death being treated as a suicide

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, by following this safeguarding and child protection policy, and by speaking to the designated safeguarding lead or a deputy.

5.20 **Online Safety** - The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provides the platform that facilitates harm. This includes AI generated child sexual abuse material.

We realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

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

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

For more detail please refer to our Online Safety policy.

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have appropriate filtering and monitoring systems in place on school devices and school networks, and these are regulated, and risk assessed as part of the prevent duty.

Our filtering and monitoring standards will

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The Local Academy Committee will review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

We have an acceptable use policy (Appendix 11) and a Trust Policy for the use of Cameras and Mobile Phones (Appendix 7) which identifies the usage and expected behaviour of staff online. ALL staff, visitors and volunteers who access and use IT equipment read, and sign this agreement (at least annually) to ensure that they abide with the Trusts and school's online behaviours.

Guidance Documents:

- Children's Commissioner-Online Safety
- Teaching online safety in schools
- Appropriate Filtering and Monitoring
- CEOP-Safety Centre
- National Cyber Security Centre
- NSPCC-Undertaking remote teaching safely
- 360 Degree Safe - Online Safety Review Tool
- UKCCIS-UK Council for Child Internet Safety

- AI Guidance

- Generative AI expectations

- Plan technology for your setting

We will take appropriate action to meet the Cyber security standards for schools and colleges in order to improve our resilience to cyber-attacks.

Guidance Documents:

- Cyber security standards for schools and colleges

- Cyber Security Training for School staff

- NEN

5.21 **PREVENT Duty**

Preventing Radicalisation - Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of the school safeguarding approach.

- **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.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and school staff have the right to speak freely and voice their opinions respectfully. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of our school's safeguarding duty.

The school's designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4 & 5.

Prevent - All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" This is known as The Prevent Duty and is part of our schools wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales. We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school governors, the Head Teacher, DSL and DDSLs will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Our school has a Prevent Lead who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Senso

Guidance Documents:

- The Prevent Duty.
- Educate Against Hate
- ACT Early | Prevent radicalisation

5.22 Serious Youth Violence

All staff are aware of the indicators, which may signal children 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 children 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.

Guidance documents:

- Home Office Preventing Youth Violence and Gang Involvement
- Criminal Exploitation of Children and Vulnerable Adults; County Lines

6. Use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available via Use_of_reasonable_force_advice_Reviewed_July_2015.pdf (publishing.service.gov.uk)

When using reasonable force in response to risks presented by incidents involving children, including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

By planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force. All of these incidents will be appropriately recorded. (New guidance is expected from the SCC)

7. **Complaints or concerns** raised by parents or pupils will be taken seriously and followed up in accordance with the Trust/ school's complaints process.

8. Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

9. Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school's website.

- Undertake appropriate discussion with parents/ carers and seek necessary consent prior to involvement of Children & Family Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

10. Other Relevant Policies

10.1 The Trust and school's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other Trust and school policies, for instance:

- Pupil Behaviour Management
- Staff Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits / EVOLVE
- Work experience and extended work placements
- First aid and the administration of medicies
- Health and Safety

- Relationships and Sex Education and Health Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- Extended school activities
- Visitors and Volunteers
- Whistleblowing
- Acceptable Use Policy

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

11. Recruitment and Selection of Staff

11.1 The school's safer recruitment processes follow the statutory guidance: "Keeping children safe in education September 2025, Part Three: Safer recruitment." See The Trust Safer Recruitment Policy and checklist for specific details and procedures expected to be followed by its schools.

11.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns i.e. about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

Guidance documents:

Application process for criminal records checks overseas

Regulated professions database

11.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children **before contact** with children is allowed.

11.4 In line with statutory requirements, every interview panel for school staff will have at least one member (Senior Leader/ teacher /manager or Local Academy Committee member) who has undertaken safer recruitment training. The Trust Safer recruitment checklist will be used to evidence that all checks have been made prior to **ALL** appointments.

11.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (updated August 2018).

Guidance documents:

Statutory framework for the early years foundation stage

Early years foundation stage (EYFS) statutory framework

We ensure that at least one person with a current paediatric first aid certificate is on the premises and available when children are present and accompany children on trips and visits.

i2e is committed to safeguarding and promoting the welfare of all children in our early years settings. Safeguarding is everyone's responsibility and is integral to all aspects of our provision. Early years procedures and safeguarding considerations are mandatory components embedded within all Trust policies, including technology and mobile phone use (personal device restrictions, photography protocols, digital safety), safer recruitment (enhanced DBS checks, qualification verification, comprehensive referencing), codes of conduct (appropriate physical contact, professional boundaries, supervision requirements), staff ratios and supervision (statutory minimum ratios with qualified staff), toileting and intimate care (dignity protocols, two-adult policies where practicable, detailed care plans), whistleblowing (clear reporting channels, immediate escalation procedures), and training (mandatory induction and specialised training for non-verbal children). All Trust policies where appropriate, include early years safeguarding impact assessments, specify age-appropriate implementation procedures, and establish clear accountability through designated safeguarding leads.

12. Safeguarding DBS Checks

12.1 DBS Checks will be undertaken in accordance with the Keeping Children Safe in Education September 2025 statutory guidance and Trust safer recruitment practices and procedures. Where A DBS check has been undertaken recently (within 12 months) not by the school but within the Trust it will be accepted as long as the following points have been considered:

- the applicant's criminal record or other relevant information may have changed since its issue
- the level of that check may not be right for the position you're recruiting for
- you'll need to check that the original application position and workforce are correct for the role you're recruiting for (any original certificate issued from June 2013 will show the workforce 'child' or 'adult', 'child and adult' or 'other')
- the police disclose information on an enhanced DBS certificate based on child or adult workforce, for which the criminal record check was originally applied for
- the police disclose information on an enhanced DBS certificate which was submitted for 'other' workforce, in relation to the position for which the criminal record check was originally applied for
- the information revealed was based on the identity of the applicant, which was validated by another Registered Body
- that the identity details on the certificate match those of the applicant

Subject to 12.1 Innovate2Educate Partnership requires the following renewal of Disclosures:

- Staff working with children to undertake a Disclosure upon appointment with existing staff renewals to be carried out each year on a random sample basis (The number of staff to be sampled will be decided by the Headteacher, with Trust central team staff to be decided by the Trust Leader);
- Governors to undertake a Disclosure upon appointment and reappointment;
- Trustees to undertake a Disclosure upon appointment and reappointment;
- Members to undertake a Disclosure upon appointment.

12.2 ***Additional DBS information***

The Trust will accept status checks via the DBS Update Service.

Existing employees must disclose any convictions, cautions, reprimands or final warnings that arise during their employment, to the Head teacher immediately. All staff in posts subject to enhanced DBS clearance will be reminded at least annually of their duty to disclose convictions in line with the provisions of this policy. Any failure to disclose relevant information will be regarded as a potentially serious breach of trust and confidence and may result in disciplinary action, potentially leading to the dismissal of existing staff or the removal of an offer of employment for an applicant. Where there is a failure to disclose relevant information or upon checking relevant information appears on the DBS check, by an existing employee or applicant a risk assessment will be written, and safeguards will be identified and put in place. These safeguards may include a requirement of the employee to sign up to the DBS Update Service to ensure that more regular checks can be made. This cost will be incurred at the expense of the employee. The school will be responsible in ensuring these safeguards are monitored and reviewed.

All original DBS certificates MUST BE SEEN and checked for authenticity before being recorded on the school's Single Central Record. The Trust will update the checks for the central Team staff and Trust Board Governance checks via a central Trust SCR which can be accessed by a Headteacher via a secure password-protected document on TEAMS.

13. Site Security and Visitor Management

We are committed to maintaining a secure site, managed by robust procedures overseen by senior leaders and the Local Academy Committee . All visitors, including volunteers, must adhere to our Volunteer and Visitor Policy, which is designed to ensure a safe environment for pupils, staff, and guests. No volunteers and parent helpers will be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case. This policy outlines the procedures that all visitors must follow while on school premises. The management of site security risks is actively monitored through a comprehensive risk register, regularly reviewed and updated by senior leadership and the Local Academy Committee to address any emerging threats or vulnerabilities. Compliance with these procedures is mandatory to uphold the safety and security of our school community.

APPENDIX 1 - Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child

Contents

A	**General**	
B	**Individual Staff/Volunteers/Other Adults - main procedural steps**	
C	**Designated Safeguarding Lead – main procedural steps**	

A. General

1) The Staffordshire Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.staffsscb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.

2) It is important that all parties act swiftly and avoid delays.

3) Any person may seek advice and guidance from the Staffordshire Education Safeguarding Advice Service Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4) As soon as possible (and within 24hours) a MyConcern record should be made or any written records, must be dated (including the day) and signed, to what has been alleged, noticed and reported, and kept securely and confidentially in line with the Trust's GDPR

5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2) As soon as possible (within 24hrs) write a dated (including the day), timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead or a Deputy Designated Lead in the school.

3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.

4) If the allegation is about the Headteacher, the information should be passed to the Trust CEO, who will contact the Local Authority Allegations Manager (LADO) for advice. If the Trust CEO is unavailable then the Chair of the Trust Board will be contacted. Referrals to LADO in Staffordshire are made via the LADO Referral form

5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

1) Begin a case file on MyConcern which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).

2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the Staffordshire Education Safeguarding Advice Service consultation line.

3) Share information confidentially with those who need to know.

4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the Staffordshire Childrens Advice and Support Team (SCAS) should be contacted by phone on 0300 111 8007 (contact should be made with the local authority Children's Services where the child lives as this may differ from the school local authority). There is a move away from agencies making written referrals and more of an emphasis on meaningful phone conversations with experienced staff. This changes the narrative from referral to conversation/consultation which fits with a restorative relationship-based approach.

5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Staffordshire Childrens Advice and Support Team Consultation line 0300 111 8007 (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, SCAS should be updated and the Police should be contacted immediately.

APPENDIX 2 - Process for dealing with safeguarding concerns or allegations against staff (including headteachers), supply teachers and volunteers

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

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

Relevant documents: DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2025 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

1. Individual Staff/Volunteers/Other Adults who receive the allegation

I. Write a dated and timed note of what has been disclosed or noticed, said or done.

II. Report immediately to the Headteacher.

III. Pass on the written record.

IV. If the allegation concerns the conduct of the Headteacher, report immediately to the CEO. Pass on the written record, signed and dated. (If there is difficulty reporting to CEO, contact the Chair of the Trust Board or the Local Authority Designated Officer (LADO) 0300 111 8007, as soon as possible.)

2. Headteacher (or CEO)

I. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

II. If the actions of the member of staff, and the consequences of the actions, raise credible safeguarding concerns before taking further action notify and seek advice from the LADO, on the same day. The Headteacher (or CEO) will exercise and be accountable for their professional judgement as to the seriousness of the concerns raised. Referrals to LADO in Staffordshire are made via the LADO Referral form

III. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

IV. Report to the Staffordshire Childrens Advice and Support Team (SCAS) if the LADO so advises or if circumstances require a referral concerning a child.

V. Ongoing involvement in cases:

- Liaison with the LADO
- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome

VI. If the Headteacher (or CEO) in consultation with the LADO decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on MyConcern or similar safeguarding incident recording systems.

APPENDIX 3 – Early Help

Any child may benefit from earliest or early help, but **all** staff need to be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care. school, care or from home.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol or other drugs themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Guidance documents can be accessed via the following links:

- SSCP Early Help (New link)
- SSCP Threshold Framework (New link)

APPENDIX 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

<u>Indicators of Vulnerability to Radicalisation</u>

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

- intentionally create a permissive environment for others to achieve the results the above points
- We are aware the types of behaviours that are indicative of the kind of promotion or advancement relevant to the definition and are an important guide to its application. New definition of extremism (2024) - GOV.UK New link

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 5 - Radicalisation and Extremism Risk Assessment

School: ……..

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history:		

Risk evaluation	**Low** **Medium** **High**	Way Forward

Date completed…….. Signed……

APPENDIX 6 -District Prevent Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Oliver Greatbach	olivergreatbatch@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
Lichfield	Yvonne James	Yvonne.James@lichfielddc.gov.uk
Newcastle	Georgina Evans	Georgina.Evans@newcastle-staffs.gov.uk
South Staffs	Maggie Quinn	M.Quinn@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	Paula Goodwin	paula.goodwin@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Fiona Chapman	fiona.chapman@staffordshire.gov.uk
Staffordshire Police Prevent Team	Sam Cartlidge	prevent@staffordshire.police.uk

APPENDIX 7 - Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government statutory guidance, Multi-agency statutory guidance on female genital mutilation (July 2020) Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 8- Trust Policy for the use of Cameras and Mobile Phones including Early Years Foundation Stage (EYFS) and preschools (where appropriate).

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes supply teachers, visitors, volunteers and students)
- Personal mobile phones must be kept on silent and checked away from sight of the children.
- Staff should never use their personal mobile phone or other personal device to record images of children, recordings or give out their personal contact details to pupils and/or their family. All telephone contact with parents or carers must be made on the school phone.
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes and school Twitter/social media accounts.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook. Parents will be reminded of this before any event takes place.
- Staff will be issued with a work phone if their line manager deems this as essential to their role.
- The use and content stored on work mobile phones shall be monitored be in accordance with the Trust's acceptable use agreement.

APPENDIX 9 – SSCB What happens if a referral is deemed necessary to escalate beyond early help.

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents/child and obtain their consent for a referral to local/appropriate authority children's social care , to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL may feel that a referral is still appropriate and will discuss these concerns with the local authority children's social care . Appropriate staff will attend Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services.

Child Protection (Section 47)

If the local authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under S44 of the Children Act 1989) or in police protective custody (under S46 of the Children Act 1989). Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved and will work in an open, honest, and transparent way with any parent whose child has been referred to children's social care or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers wherever possible.

10. Escalation process

Staffordshire Safeguarding Children Partnership expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work.

This process will be kept as simple as possible, and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the SSCP Escalation Policy

The following information is key to your practice and is written in an SCC document.

Where local authority children's social care has concluded that an Initial Child Protection Conference (ICPC) is **not** required but professionals in other agencies remain seriously concerned about the safety of a child, these professionals should seek further discussion with the local authority children's social worker, their manager and/or the designated safeguarding professional lead. The concerns, discussion and any agreements made should be recorded in each agency's files.

If concerns remain, the professional should discuss with their designated lead person or senior manager in their agency. If concerns remain professionals may formally request that local authority children's social care convene an ICPC. Local authority children's social care should convene a conference where one or more professionals, supported by a senior manager/named or designated professional requests one. If disagreement continues, Staffordshire Safeguarding Children's Partnership's escalation procedures should be followed.

APPENDIX 10 – Designated Safeguarding Lead and Deputy Designated Safeguarding Lead Role Descriptions

Job Description

Job Title:	Designated Safeguarding Lead
Location:	Hutchinson C of E First School
Grade:	Headteacher
Responsible To:	CEO
Key Relationships/ Liaison with:	Trust Safeguarding Advisor Deputy Designated Safeguarding Leads Office Managers / Attendance Champions / Pastoral Teams / Mental Health Lead
Job Purpose:	Take lead responsibility and be accountable for safeguarding and child protection within the school.

MAIN DUTIES AND RESPONSIBILITIES:

The Designated Safeguarding Lead will take lead responsibility and be accountable for safeguarding and child protection. This person should have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The Designated Safeguarding Lead will be expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- As required, liaise with the LADO and the SSCB at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

The Designated Safeguarding Lead will

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and certificates given to the school as evidence.
- Undertake Prevent awareness training.
- Keep their knowledge and skills upto date (through bulletins, attendance at Trust DSL network meetings, keep informed about national and local safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, **MUST** complete the Education Report prior to the Conference.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Keep detailed, accurate, secure written records of any and all concerns, actions taken and referrals made on MyConcern
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead will

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Local Academy Committee regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Link with the local SSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Transition of Child Protection File

The Designated Safeguarding Lead will be expected to:

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the Designated Safeguarding Lead will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and / or online communication platforms or other such mediums is acceptable.
- For any out of hours/out of term activities the Designated Safeguarding Lead create a rota inclusive of all DSL's to ensure that adequate and appropriate cover arrangements can be made.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.

This post is subject to a check being carried out at an Enhanced level by the Disclosure Barring Service regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Innovate2Educate Partnership is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.

INNOVATE2EDUCATE Partnership

Job Description

Job Title:	Deputy Designated Safeguarding Lead
Location:	Hutchinson C of E First School
Grade:	HLTA
Responsible To:	Designated Safeguarding Lead (Executive Headteacher)
Key Relationships/ **Liaison with:**	Trust Safeguarding Advisor Other Deputy Safeguarding Leads
Job Purpose:	Take responsibility for safeguarding and child protection within the school and lead in one area of safeguarding, promoting and raising awareness of this area amongst staff, parents and children.

MAIN DUTIES AND RESPONSIBILITIES:

The Deputy Designated Safeguarding Lead will take responsibility for safeguarding and child protection. This person should have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The Deputy Designated Safeguarding Lead may be expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- As required, liaise with the LADO and the SSCB at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

The Deputy Designated Safeguarding Lead (DDSL) will

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and certificates given to the school as evidence.
- Undertake Prevent awareness training.
- Keep their knowledge and skills up to date (through bulletins, attendance at Trust DSL network meetings, keep informed about national and local safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Keep detailed, accurate, secure written records of any and all concerns, actions taken and referrals on MyConcern
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The Deputy Designated Safeguarding Lead will

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Local Academy Committee regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local SSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Transition of Child Protection File

The Deputy Designated Safeguarding Lead may be expected to:

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the Deputy Designated Safeguarding Lead will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or online platforms or other such mediums is acceptable.
- For any out of hours/out of term activities the Deputy Designated Safeguarding Lead will be part of a rota to ensure that adequate and appropriate cover arrangements can be made.

Deputy DSL for LAC and PLAC Responsibilities and Monitoring role: Sam Harris

- Are there any unintended barriers to their admission to the school?

- Are there are any issues arising as a result of the number of LAC and PLAC?

- Have LAC and PLAC made the expected or better levels of progress over the past twelve months in line with their peers (i.e. educational, social and emotional progress)

- Are there any patterns of attendance and exclusions. LAC DSL must inform VSHs where looked after children are absent without authorisation

- Are the school's policies sensitive to their needs, e.g. in accessing out of school hours learning, teaching and Learning, interventions and resources

- Is the school's behaviour management policy sufficiently flexible to respond to looked-after and previously looked-after children's challenging behaviour in the most effective way.

- What is the impact of any of the school's policies, e.g. on charging for educational visits and extended school activities.

- Are LAC / PLAC children identified as gifted and talented and how are those needs are being met;

- What are the additional safeguarding challenges the children?

- LAC / PLAC children who have special educational needs (SEN) how are those needs are being identified and met at the appropriate level;

- LAC / PLAC children who have mental health needs how are those needs are being identified and met;

- What impact Pupil Premium Plus (PP+) has in supporting the educational achievement of looked-after and previously looked-after children

- Judge whether the teaching and learning and intervention strategies being used are working to support achievement and wellbeing;

- Know whether the young person is likely to meet the attainment targets in their PEP.

- Review the PEP regularly to make sure it is up-to date and clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced

- Regularly measuring the emotional and behavioural difficulties experienced by LAC and PLAC e.g. the Strengths and Difficulties Questionnaire (SDQ)
- Ensure that no looked-after child should miss out on the opportunity of a school trip as a result of delays in obtaining a permission slip.

Deputy DSL for Early Help & Wellbeing Responsibilities and Monitoring role:

Sam Harris

Deputy DSL for Early Help & Wellbeing will…

- Know the School's early help offer
- Be knowledgeable and understand the Staffordshire and Stoke Thresholds and Pathways Document.
- Know the referral SC Referral Process/EHA Referral Process and Early Help Team arrangements.
- Will access bespoke support to improve their understanding of:

  - The EHA aims and principles.

  - The lead practitioner's role.

  - The team around the family meeting.

  - Liquid Logic (if applicable)
- Feedback within fortnightly safeguarding meetings to the DSL team.

- Attend any EH briefings and relevant training
- Lead EHA's and team around the family meetings.
- Be clear on how referrals for social care and Early Help are made and understand the function of the EH Team in this process.
- Ensure that EH records, meeting and actions are evidenced through MyConcern.

Deputy DSL for E-safety Responsibilities and Monitoring role: Sam Harris

Deputy DSL for E-safety takes lead responsibility for online safety in school, in particular:

- Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged (MyConcern) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on online safety in school to the headteacher and/or Local Academy Committee
- Working with the IT lead in school to personalise the online safety curriculum in meeting the needs of the pupils.

Deputy DSL for Attendance Responsibilities and Monitoring role

Deputy DSL for Attendance takes lead responsibility for attendance management in school, in particular:

- To be responsible for supporting, monitoring attendance of vulnerable pupils throughout the school, and meeting all statutory and legal requirements as set out in the KCSIE 2025.
- To act as a contact to parents in relation to attendance and truancy.
- When appropriate visit the homes of parents and pupils to encourage attendance.
- Work with the school attendance champion, officers, teachers, senior leaders and parents/carers to investigate the reasons behind unexplained pupil absences.
- Compile reports on pupil attendance and feedback to Senior Leaders, DSL's, governors and the Trust.
- To provide support for staff with operational issues in the use of attendance management strategies.

- Communicate effectively with staff, other professionals and members of the public face to face, by email and on the telephone and in doing so promoting the importance of attendance.

- Persistently challenge low pupil attendance within school and individual classes.

- Support parents to encourage positive attitudes to school, sharing information and providing the link between home and school.

- To review specific interventions and support around individual pupils and groups, with various levels of need, liaising with all who are or could be in contact with pupils.

- Ensure that pupil attendance information is logged on MyConcern and/or filed efficiently, is accurately maintained and regularly reviewed.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.

This post is subject to a check being carried out at an Enhanced level by the Disclosure Barring Service regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

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APPENDIX 11 - Acceptable Use agreement

Purpose

As a professional organisation with responsibility for children's safeguarding it is important that all staff take all possible and necessary measures to protect data and information systems from infection, unauthorised access, damage, loss, abuse and theft. All members of staff have a responsibility to use the organisation's computer systems in a professional, lawful, and ethical manner. To ensure that members of staff are fully aware of their professional responsibilities when using Information Communication Technology and the organisations systems, they are asked to read and sign this ICT Acceptable Use Agreement.

This is not an exhaustive list and all members of staff are reminded that ICT use should be consistent with the organisations ethos, GDPR regulations, other appropriate policies, relevant national and local guidance and expectations, and the Law.

Scope

The policy applies to:

- All i2e employees.
- Information assets, whatever format, device or medium they are held in.
- All i2e owned information, in whatever format, wherever it is held (e.g. by a third party) for which ULT is the data controller.

Employee Responsibilities

i. I understand that Information Systems and ICT include networks, data and data storage, online and offline communication technologies and access devices. Examples include laptops, mobile phones, tablets, digital cameras, email and social media sites.

ii. Innovate2Educate Partnership Ltd owned information systems must be used appropriately. I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.

iii. I understand that any hardware and software provided by my workplace for staff use can only be used by members of staff. To prevent unauthorised access to systems or personal data, I will not leave any information system unattended without first logging out or locking my login as appropriate.

iv. I will respect system security and I will not disclose any password or security information. I will use a 'strong' password (A strong password must follow industry standards) and will not store this password in an insecure location.

v. I will not attempt to install any purchased or downloaded software, including browser toolbars, or hardware without permission from your line manager or the IT Department.

vi. I will ensure that any personal data of pupils, staff or parents/carers is kept in accordance with the General Data Protection Regulation (GDPR). This means that all personal data will be obtained and processed fairly and lawfully, only kept for specific purposes, held no

longer than necessary and will be kept private and secure with appropriate security measures in place, whether used in the workplace, hosted online (only within countries or sites with suitable data protection controls that meet the EU and UK regulations) or accessed remotely (e.g. via VPN). Any data which is being removed from the school site's (such email) will be encrypted by a password. Any images or videos of pupils will only be used in line with organisational policy and will **always** take into account parental consent.

vii. **I will not keep** professional documents which contain organisation-related sensitive or personal information (including images, files, videos etc.) on **any personal devices** (such as laptops, digital cameras, mobile phones). If I choose to access the organisations email system on my mobile device (tablet or mobile phone), the device must be pin or password-protected and done so in a private area. I will protect the devices in my care from unapproved access or theft or viewing.

viii. Personal data kept on work devices must be kept to a minimum (examples that **do not** meet this include; Filling the hard drive with music files or photos).

ix. I will respect copyright and intellectual property rights including but not limited to the use of copyrighted images.

x. I have read and understood the Social Media procedures which covers the requirements for safe ICT use, including using appropriate devices, safe use of social media websites and the supervision of pupils within the classroom and other working spaces.

xi. I have carried out Data Protection and GDPR training appropriate to my role.

xii. If appropriate to my role I have read and understood the school policies that cover the use of any phone/loaned equipment that I may have been provided in order to carry out my work.

xiii. I will report all incidents of concern regarding children's online safety to the Designated Safeguarding Lead (DSL) and line manager as soon as possible. I will report on MyConcern any accidental access, receipt of inappropriate materials, filtering breaches or unsuitable websites to the Designated Safeguarding Lead and your line manager.

xiv. I will not attempt to bypass any filtering and/or security systems put in place by the organisation. If I suspect a computer or system has been damaged or affected by a virus or other malware, I will report this to the ICT Department as soon as possible.

xv. I will report any actual or potential data breaches to the Local Data Protection Representatives with 24 hours of the incident using the agreed Information Security Incident Form.

xvi. My electronic communications with pupils, parents/carers and other professionals will only take place within clear and explicit professional boundaries and will be transparent and open to scrutiny at all times. All communication will take place via approved communication channels e.g. via a provided email address or telephone number and not via personal devices or communication channels e.g. personal email, social networking.

xvii. I will ensure that my online reputation and use of ICT and information systems are compatible with my professional role, whether using school or personal systems. This includes the use of email, text, social media/networking, gaming and any other devices or websites. I will take appropriate steps to protect myself online and will ensure that my use of ICT and internet will not undermine my professional role, interfere with my work duties and will be in accordance with the organisations AUP and the Law.

xviii. I will not create, transmit, display, publish or forward any material that is likely to harass, cause offence, inconvenience or needless anxiety to any other person, or anything which could bring my professional role, the organisation I work for into disrepute.

xix. I will promote online safety and will help pupils to develop a responsible attitude to safety online, system use and to the content they access or create.

xx. I understand that my use of the information systems, Internet and email may be monitored and recorded to ensure policy compliance. This includes the use of monitoring software on staff member's laptops, internet usage and iPads.

Use of Live Webcams and online chat software for use in remote teaching and learning.

xxi. I understand that no 1:1 conference calls or chats will be used, either adult to pupil or pupil to pupil, and that groups of pupils only will be organised by the teacher / adult leading the Live learning session.

xxii. I understand that ALL forms of online and phone call communication with children and their families will be agreed by the Senior DSL (or Headteacher) and will be subject to monitoring by the school and/or Trust.

xxiii. I understand that staff and children must wear suitable clothing (no PJ's or offensive slogan T-shirts), as should anyone else in the household when Webcams are switched on. It will be the adult's responsibility to immediately switch off any webcams or remove from the group a pupil's account if they felt a pupil's or family member's clothing was inappropriate. Webcams will only be used where for learning purposes this is deemed essential.

xxiv. I understand that any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background (to avoid the endorsement of use of consumer products). It will be the adult's responsibility to immediately switch off any webcams or remove from the group a pupil's account if they felt the room being seen was inappropriate. The blurring of backgrounds tool will where possible always be used.

xxv. I understand that it is my responsibility to ensure that the live class is recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed. Any safeguarding concerns seen or heard will be recorded on MyConcern and reported to a DSL immediately.

xxvi. I understand that live classes should be kept to a reasonable length of time. The time of day live classes are timetabled will always fall within normal school hours.

xxvii. I understand that my language must be professional and appropriate, including any family members/adults in the background of my household. Inappropriate language used by pupils or heard by members of their family will be challenged and accounts will be muted if necessary, by the adult.

xxviii. I understand that Webcams and chat platforms are for work purposes only and subject to the code of conduct standards set out in the Trust's staff behaviour policy. A breach of these standards may result in disciplinary action.

xxix. I understand this forms part of the terms and conditions set out in my contract of employment.

I have read and understood and agree to comply with the Staff Acceptable Use Policy Agreement.

Signed: ……

Print Name:……

Date: ……

APPENDIX 12 - Glossary of terms with guidance

Acronym	Meaning	Link or guidance
DSL	Designated Senior Lead	The Designated Senior Person (DSP) is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding issues
CAMHS	Children's Adolescent Mental Health Service	CAMHS are the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties. https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/
CSE	Child Sexual Exploitation	Essentially it involves children and young people receiving something – for example, accommodation, drugs, gifts or affection – in exchange for sexual activity or having others perform sexual activities on them.
DBS	Disclosure and Barring Service	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). https://www.gov.uk/government/organisations/disclosure-and-barringservice
FMU	Forced Marriage Unit	People should contact the Forced Marriage Unit (FMU) if they're trying to stop a forced marriage or need help leaving a marriage they've been forced into. https://www.gov.uk/stop-forcedmarriage
CAIU	Child Abuse Investigation Unit (Police)	Investigation Unit (CAIU) is to protect children, investigate offences against children and, where appropriate, prosecute offenders. To achieve this, the unit works closely with partnership agencies, including the local safeguarding children boards (SSCB) and local policing units
IDVA	Independent Domestic Violence Advocate	DVAs are specialist support workers who are legally trained to with victims of domestic abuse at high risk of serious harm from current or ex-partners or other family member(s). ... They deliver training, including the IDVA qualification and also advise professionals and funders commissioning domestic abuse services. www.halt.org.uk/what-is-idva.html
CME	Children Missing Education	Arrangements for identifying and maintaining contact with children missing, or at risk of going missing, from education.

LADO	Local Authority Designated Officer	Local authorities in England should identify designated officers (referred to as the LADO) to be involved in the management and oversight of individual cases of allegations of abuse made against those who work with children as set out in the Allegations against People who Work with Children Procedure. Referrals to LADO in Staffordshire are made via the LADO Referral form
FLL	Fabricated Illness	It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. www.nhs.uk/conditions/fabricated-or-induced-illness/Pages/Introduction.aspx
POT	Position of Trust	A position of trust involves a person in a position of authority over another person. This term was used in the 2003 Sexual Offences Act to describe abuse of children by people in certain positions and establishments. Specific roles include teachers, social workers, doctors, foster carers, police officers. Specific settings include schools, hospitals, foster homes, residential care homes, young offenders institutions, and clinincs.
IRO	Independent Reviewing officer	The IRO's primary focus is to quality assure the care planning and review process for each child ensuring that his/her current wishes and feelings are given full consideration. and, where necessary, challenge poor practice.
HSB	Harmful Sexual Behaviour	Children and young people who develop harmful sexual behaviour harm themselves and others. https://www.nspcc.org.uk/preventing-abuse/child-abuse.../harmful-sexual-behaviour/
MARAC	Multi-Agency Risk Assessment Committee	A multi-agency meeting, chaired by Police, focusing on the safety of victims of domestic abuse identified as being at high risk.
MAPPA	Multi-Agency Pupil Protection Arrangements	Tasked with the management of registered sex offenders, violent and other types of sexual offenders, and offenders who pose a serious risk of harm to the public.
FGM	Female Genital Mutilation	FGM is the ritual removal of some or all of the external female genitalia. There are no known health benefits.
SCR	Serious Case Review	A serious case review (SCR) takes place after a child dies or is seriously injured and abuse or neglect is thought to be

		involved. It looks at lessons that can help prevent similar incidents from happening in the future.
SCR	Single Central Record	All schools should have an SCR of recruitment. You should use it to log all safer recruitment checks, including details of DBS (formerly known as CRB) checks
EPO	Emergency Protection Order	Under Section 44 of the Children Act 1989, the local authority can apply for an Emergency Protection Order (EPO) where there are reasonable grounds for believing there is an immediate risk of Significant Harm to a child. https://www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/court-orders-to-protect-children/child-abuse-emergency-protection-orders/
CDOP	Child Death Overview Panel	Local Safeguarding Children Boards (SSCBs) have a responsibility to ensure that a review of each child death (0-18 years) of a child normally resident in the SSCB's area is undertaken by a Child Death Overview Panel (CDOP).
PSHE	Personal, Social and Health Education.	PSHE education is defined by the schools inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. https://www.pshe-association.org.uk/curriculum-and-resources/curriculum
NCTL	The National College for Teaching and Leadership	Previously known as the National College for School Leadership this is an executive agency of the Department for Education. NCTL and the DBS will consider the misconduct and safeguarding aspects of a referral case respectively and in parallel.
MyConcern	N/A	MyConcern is the IT software application for monitoring child protection and safeguarding in schools. The Safeguarding Company
RSE	Relationships, Sex and Health Education	Statutory curriculum subject implemented in schools 2020/ 2021 academic year.

APPENDIX 13 - Definitions and Indicators of Abuse

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

· Protect a child from physical and emotional harm or danger.

· Ensure adequate supervision (including the use of inadequate caregivers); or

· Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately dressed clad for the weather.
- Poor school attendance or often late for school.
- Not being brought to school
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- Not being taken to medical appointments
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

· Multiple bruises in clusters, or of uniform shape.

· Bruises that carry an imprint, such as a hand or a belt.

· Bite marks.

· Round burn marks.

· Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.

· An injury that is not consistent with the account given.

· Changing or different accounts of how an injury occurred.

· Bald patches.

· Symptoms of drug or alcohol intoxication or poisoning.

· Unaccountable covering of limbs, even in hot weather.

· Fear of going home or parents being contacted.

· Fear of medical help.

· Fear of changing for PE.

· Inexplicable fear of adults or over-compliance.

· Violence or aggression towards others including bullying; or

· Isolation from peers.

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

· Sexually explicit play or behaviour or age-inappropriate knowledge.

· Anal or vaginal discharge, soreness, or scratching.

· Reluctance to go home.

· Inability to concentrate, tiredness.

· Refusal to communicate.

· Thrush, persistent complaints of stomach disorders or pains.

· Eating disorders, for example anorexia nervosa and bulimia.

· Attention seeking behaviour, self-mutilation, substance abuse.

· Aggressive behaviour including sexual harassment or molestation.

· Unusual compliance.

· Regressive behaviour, enuresis, soiling.

· Frequent or open masturbation, touching others inappropriately.

· Depression, withdrawal, isolation from peer group.

· Reluctance to undress for PE or swimming; or

· Bruises or scratches in the genital area.

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

· The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.

· Over-reaction to mistakes.

· Delayed physical, mental, or emotional development.

· Sudden speech or sensory disorders.

· Inappropriate emotional responses, fantasies.

· Neurotic behaviour: rocking, banging head, regression, tics and twitches.

· Self-harming, drug, or solvent abuse.

· Fear of parents being contacted.

· Running away.

· Appetite disorders - anorexia nervosa, bulimia; or

· Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

Parental response

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

· Delay in seeking treatment that is obviously needed.

· Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb).

· Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.

· Reluctance to give information or failure to mention other known relevant injuries.

· Frequent presentation of minor injuries.

· A persistently negative attitude towards the child.

· Unrealistic expectations or constant complaints about the child.

· Alcohol misuse or other drug/substance misuse.

· Parents request removal of the child from home; or

· Violence between adults in the household.

· Evidence of coercion and control.

Disabled Children-When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

· A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child.

· Not getting enough help with feeding leading to malnourishment.

· Poor toileting arrangements.

· Lack of stimulation.

· Unjustified and/or excessive use of restraint.

· Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.

· Unwillingness to try to learn a child's means of communication.

· Ill-fitting equipment, for example, callipers, sleep boards, and inappropriate splinting.

· Misappropriation of a child's finances; or

· Inappropriate invasive procedures.