First Steps Nursery and Pre-School
Safeguarding and Child Protection Policy

Committee and Date Approved	Trust Board – Autumn 2023
Category	Statutory
Next Review Date	Annually unless change in legislation – Autumn 2024
Policy Availability	Trust & Academy Website
Officer Responsible	Principal

Contents

Introduction

This document is the Safeguarding and Child Protection Policy for First Steps Nursery and Pre-School Academy and any extended services that it provides. This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the academy. It will be reviewed annually by the Governing Body and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the academy's Leadership and Management and the requirements of the (Local) Safeguarding Partnership.

Schools and Academies within Sandwell often have young people attending who live in any one of the Local Authorities. It is therefore important that all staff are aware of the reporting procedures for all Local Authorities. The academy will continue to liaise with the Local Authority Children's Services that they are situated in, and the DSL will keep up to date with information from the neighbouring Local Authorities.

This Safeguarding and Child Protection Policy forms one part of our safeguarding responsibilities, and the principles embedded in this policy should have due regard to a range of linked policies including but not limited to: Safer Recruitment, Information sharing and Record keeping, Behaviour, Physical Intervention, Anti-Bullying, Mobile Phone Usage, Health and Safety, PSHE, Sex and Relationship Education, Equal Opportunities, Special Educational Needs, Confidentiality, Attendance, Substance Misuse (including drugs and alcohol), Racism and Homophobia, Educational visits, E-safety, Combating Extremism, School Security, Staff Code of Conduct, Managing Low-level Concerns, Acceptable Use of Technologies and any other relevant policies as defined by statutory guidance and the school's Local Governing Body.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Safeguarding and promoting the welfare of children is everyone's responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively this Trust and all member schools will ensure their approach is child centred and have the best interests of the child at the heart of all action. All schools will follow the procedures agreed by their LA Children's Safeguarding Partnership.

We are committed to safeguarding children and expect all staff and visitors to the academy to share this commitment. Shireland Collegiate Academy Trust will always act in the best interests of the child. Each academy within the trust will ensure that:
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- Ensure that all staff are aware of and fully understand their statutory responsibilities regarding safeguarding
- Staff are trained to recognise and report safeguarding as part of our culture of vigilance

- All children feel confident that a member of staff will listen to them and take any concerns they have seriously.

Ethos

We believe that every person who passes through our doors deserves the very best that we can offer. We understand that each Academy is unique, but our emphasis and expectations will remain the same.

"Nothing less than Outstanding is acceptable- Sir Mark Grundy (CEO)"

We adapt this ethos in regard to all aspects of Academy life, not just education. We believe that all children have the right to achieve, feel valued listened to and respected, We want our children to have the best start and as part of that, it will include us working tirelessly to ensure all of our children are safe and free from harm. We will always put the children at the forefront of what we do and ensure that the voice of the child remains paramount to all decisions we make.

Aims

The Aim of this policy is to;
- Ensure that all Trust staff, volunteers including Trustees and Community Councillors, visitors, sessional workers, agency staff and professionals from external agencies, are fully acquainted with the legal framework for safeguarding and child protection
- Provide a framework for academies to develop and implement their safeguarding and child protection procedures in accordance with this policy
- Ensure that there are effective procedures in place to deal with safeguarding and child protection issues which arise
- Assist staff to work safely and responsibly and to monitor their own standards and practices
- To set out responsibilities of various stakeholders
- Support the Trust's overall aim to create and maintain a safe learning environment where all children and adults feel safe and valued, know they will be listened to and taken seriously

- Through our practices we ensure that all safeguarding concerns are provided with an appropriate response to ensure protection regardless of Age, Gender, Race, Religion or identity.
- We are vigilant to the signs of abuse and neglect and follow procedures to ensure that we take all reasonable steps necessary to ensure all of our learners are safe and protected from any harm
- The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this academy. (For some special education settings, this age range goes beyond 18).
- The academy will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the academy prospectus. The Safeguarding and Child Protection policy is made available to parents on request and published on the academy website.

Legislation

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education - GOV.UK (www.gov.uk)](www.gov.uk) and [Working together to safeguard children - GOV.UK (www.gov.uk)](www.gov.uk) [Professional and Personnel Relationships (cimpress.io)](cimpress.io) and [Governance handbook and competency framework - GOV.UK (www.gov.uk)](www.gov.uk) .

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006 5
- The Education (Academy Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015) • Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty' • DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Academy trust handbook 2021'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Governance handbook'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2022) 'Behaviour in Schools

Record Keeping, confidentiality and Information Sharing

The academy will keep clear, detailed, accurate, written records of concerns about children, even.
where there is no need to refer the matter to Social Care immediately. Language used should be professional, factual, and non-inflammatory. Principals must regularly quality assure the internal record keeping effectiveness.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Concerns and referrals will be stored on the MIS in a separate safeguarding file for each child.

Records will include:
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a detailed body map, where appropriate;
- a note of any action taken, decisions reached and the outcome.

A historic hardcopy of previous safeguarding files should be kept confidential and stored securely, away from pupils' standard school files. Electronic records are stored on an identified, purpose-built, secure platform MyConcern.
The academy will ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2023, paragraph 122.

The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

All actions, decisions and information shared will always be in the best interests of the child. In Serious Case Reviews, a lack of effective information sharing within services and between services is a common factor. KCSIE states: 'The Data Protection Act 2018 and GDPR do not

prevent the sharing of information for the purposes of keeping children safe' which includes allowing practitioners to share information without consent...'

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies to safeguard children. Staff must ensure confidentiality protocols are followed and information is shared appropriately. The Principal and Lead DSL will disclose information about a pupil to other members of staff on a need-to-know basis only whilst ensuring key information is shared with staff to support the monitoring and safeguarding of vulnerable children.

Staff who receive information about children and families in the course of their work must pass this on to the DSL/s. Where a member of staff is in doubt about whether to share information, he/she should seek guidance from the DSL/s.

Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies, under the guidance of the DSL and as set out in 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2023.

Safeguarding/child protection records must be kept securely held on MyConcern with hard copies of letters etc in locked storage. The storage and processing of such information is governed by the Data Protection legislation. The principal should give clear advice to staff on their responsibilities under this legislation.

Personal information about all children and their families is confidential and is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018. All staff must maintain this confidentiality. All records relating to child protection/safeguarding incidents will be maintained by the DSL/s and only shared as is consistent with the law relating to the protection of children.

The DSL will ensure that staff are clear with children that they cannot promise to keep secrets.

In cases where the 'serious harm test' is met, academies must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt academies should seek advice from the Trust Data Protection Officer.

In the event of a child who is being dealt with under the LA and academy's safeguarding procedures transferring to another school, the academy will:
- Inform the destination school, Virtual School Headteacher and Local Authority, as appropriate
- Find out the name of the receiving school
- Contact the relevant member of staff at that school to discuss the transfer
- Deliver all information relating to the child in person to the receiving school and get a dated and signed receipt or send by signed for recorded delivery. The academy must keep a record of receipts and signatures relating to the transfer of confidential files.
- Check with the receiving school that the child has arrived there on the expected day
- Inform all relevant agencies, including the Designated Officer for the Local Authority, of the transfer
- Work with agencies to ensure vulnerable pupils such as those with SEND or previously looked after, remain safe

Safer Recruitment

The academy will ensure that safer recruitment practices always follow KCSIE and will be adhered to by staff. This can be read in conjunction with (Safer Recruitment (shirelandcat.org.uk)

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the academy at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

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

The board of trustees will conduct the appropriate pre-employment checks for all prospective trust employees, including internal candidates and candidates who have lived or worked outside the UK. This responsibility may be delegated by the board of trustees as required.

The appropriate DBS and suitability checks will be carried out for all members, trustees, local governors, volunteers, and contractors within the trust.

The chair of trustees will undertake a suitability check by the ESFA and an enhanced DBS check that will be carried out regardless of checks previously performed by other organisations or how recently these took place.

Staff suitability

All settings that provide care for children under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them
- Have committed certain offences.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk. The trust-wide SCR and DBS policies offer further on timescales in relation to this matter. All staff will make sign a declaration about their ongoing suitability for work at the start of an academic year.

Referral to the DBS

The trust will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has

been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Dealing with allegations against staff and volunteers which meet the harms threshold.

The academy holds a comprehensive 'Allegations against staff' policy and a staff code of conduct which can be found [Managing Allegations of Abuse Against Staff (shirelandcat.org.uk)](shirelandcat.org.uk) and which outline in detail expected standards of adult behaviour and procedures to take where there are concerns. Where any member of the academy staff or any volunteer has concerns that a person has caused harm or poses a future risk of harm to vulnerable groups, including children they must act in accordance with this academy policy.

This policy will be used in any case where it is suspected or alleged that a member of staff or a volunteer at the school/Trust has:
• Behaved in such a way that may have harmed a child or may have harmed a child
 • Possibly committed a criminal offence against or related to a child; or
• Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children Allegations and concerns raised in relation to staff, supply staff, contractors and volunteers
 • Behaved or may have behaved in a way that indicates they may not be suitable to work with children The fourth bullet point above includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children. This is known as transferable risk.

We will prevent people who pose risks to children from working in our academy by ensuring that all individuals working in any capacity at our academy have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education (September 2023).

The Academy recognises the possibility that adults working in the academy may harm children. Any concerns about the conduct of other adults in the academy should be taken to the principal without delay (or where that is not possible, to the designated safeguarding lead); any concerns about the principal should go to the academy HR director Mel Adams who can be contacted by her office inside the school premises, email, or teams.

If for any reason you cannot make a referral through these routes you have a duty to refer directly to the Local Authority Designated Officer (LADO)

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the principal. Allegations against the principal or the designated safeguarding lead should be reported to the LADO who will inform the director of secondary/primary.

Where a child makes an allegation against a staff member, supply teacher or volunteer, the allegation will be taken seriously and acted upon immediately and assessed to determine if they meet the harms threshold or can be dealt with under the 'low level concerns' advice in KCSIE 2023 Parents will be contacted as soon as reasonably possible. The child will be offered support and their wishes will be carefully considered before any actions are carried out.

Under its duty of care for its employees, the academy will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The academy will ensure its obligations for confidentiality when an allegation has been made.

Concerns or allegations that do not meet the harm threshold/low level concerns.

The academy holds a comprehensive 'Allegations against staff' policy and a staff code of conduct which can be found Code of Conduct Employees and Volunteers (shirelandcat.org.uk) and which outline, in detail, expected standards of adult behaviour and procedures to take where there are concerns. Where any member of the academy staff or any volunteer has concerns about a member of staff, they must act in accordance with this academy policy.

A low-level concern is described in KCSIE as

- behaviour, which is inconsistent with the staff code of conduct, including inappropriate conduct outside work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

All staff will be made aware that is it crucial that all low-level concerns are shared responsibly with the principal or DSL, recorded, and dealt with appropriately.

Extended School and Off-site arrangements

Extended school and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended-school activities are provided by and managed by the academy, our own Safeguarding and Child Protection policy and procedures apply.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures, and Safeguarding and Child Protection policy and procedures.

If we receive an allegation relating to an incident that happened when an individual or organisation was using the academy premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities); we will follow our own safeguarding policies and procedures, including informing the LADO and referring to MASH as outlined elsewhere in this policy.

Please note – The DSL is responsible for responding to such allegations, whether or not they relate to children who are students at the academy.

All staff should be aware that if they have concerns about a child who has used the academy premises for any activity, this must be reported to the DSL.

Roles and Responsibilities

All staff, volunteers and governors have responsibility for the following:

- To provide a safe environment in which children can learn identify children who may need extra help or who are suffering, or are likely to suffer, significant harm.
- to take appropriate action, working with other services as needed.
- to keep themselves updated with the systems within the academy which support safeguarding that were explained to them as part of their induction (including the staff Code of Conduct). This includes knowing the role, and working with, the academy's designated safeguarding lead.
- to ensure they receive appropriate safeguarding and child protection training (including digital safeguarding/online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) which is regularly updated.
- In addition to working with the designated safeguarding lead or deputy, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

All academy staff are responsible for:

- Knowing who the academy's designated safeguarding lead (DSL) and deputy are and raising any concerns with the designated safeguarding lead and deputy immediately.
- Completing a written safeguarding concern when making a referral. Staff should be clear that this should be done immediately, always on the same day Child Protection & Safeguarding Policy
- Ensuring that their safeguarding and child protection training including digital safeguarding is up to date.
- Being alert to the signs of abuse, including child on child abuse and their need to refer any concerns to the designated staff member.
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Knowing the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the designated lead.
- Listening to, and seeking out, the views, wishes and feelings of children.
- Sharing information and working together to provide children with the help they need.
- Referring to the principal any concerns about another member of staff immediately, or if the concerns are about the principal, referring them to the academy's HR Director
- Raising concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistleblowing Policy.

- Seeking early help where a child and family would benefit from coordinated support from more than one agency via the Multi Agency Safeguarding Hub (MASH)
- Knowing the academy's procedures for dealing with child-on-child abuse, including sexual harassment and sexual violence between children
- Reading KCSIE 2023 part 1

The Designated Safeguarding Lead (DSL)

The DSL is a member of the leadership team (see Appendix 1 for contact details). The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff), know who the designated member of staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and to consider the context within which specific safeguarding issues occur.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. If a member of staff has a concern out of school hours, they are to contact the Single Point Access in the school's Local Authority on emergency out-of-hours number. When the DSL is absent, the deputy (see Appendix 1) will act as cover.

In the absence of the DSL and the deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies should be trained to the same standard as the designated safeguarding lead.

The DSL 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
- discuss concerns as required with outside agencies e.g., specific agency for single need (e.g., speech and language, Inclusion Support), early intervention multiagency (e.g., Early Help process) or Multi Agency Safeguarding Hub (MASH)/existing social worker (child protection/significant harm concerns)
- take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- contribute to the assessment of children
- refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff The DSL will also:
  - keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate
  - take lead responsibility for understanding the filtering and monitoring systems and processes in place within the school
  - access Safeguarding Supervision as stated under the Ofsted Inspection Framework and Working Together 2018

- keep the school's SLT, directors and governors, Local Authority and Social Services informed about safeguarding and child protection issues as requested
- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL should be set out in their job description.

The Standards and Performance Committee

The Standards and Performance Committee has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The Standards and Performance Committee will:

- Facilitate a whole-academy approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the principal to account for its implementation
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Read KCSIE 2023 in its entirety
- Take the responsibility to decide which staff read the full Part One of KCSIE or the condensed version The chair of the SPC will act as the 'case manager' in the event that an allegation of abuse is made against the principal, where appropriate. All SPC members will read Keeping Children Safe in Education in its entirety. It is the responsibility of the Standards and Performance Committee to decide which staff read the full Part One of KCSIE or the condensed version.

In particular The Standards and Performance Committee must ensure that:

- Safeguarding and Child Protection Policy and procedures are in place and reviewed annually
- Safer recruitment procedures are in place and reviewed annually.
- Position of trust procedures are in place and reviewed annually.
- A DSL who is a senior member of academy leadership team is appointed and notify the LA of any changes in personnel to this role.
- There is a dedicated teacher for Looked after Children who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.
- A member of The Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the principal.
- Relevant safeguarding / child protection training is accessed by all academy staff / volunteers according to their role and responsibilities.
- That they receive an annual report from the DSL regarding safeguarding/child protection work including details of Early Help involvement and the lead professional

role which has been undertaken in the year which is shared with the LA or other appropriate body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.
- The Governors support the DSL in carrying out their responsibilities as outlined in 'Keeping Children Safe in Education', (2023) and role in Job Description.

Staff Training

Every year all staff (including non-teaching and volunteers) must undertake a variety of Child Protection and Safeguarding training including on KCSIE. This training will be informed by national and local context as well as identified gaps in knowledge and understanding. The academy will ensure.
- Training is recorded and logged. All staff are informed clearly as to how to report anything of concern to the DSL immediately. In addition, all staff must read KCSIE part one.
- All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, online safety, including filtering and monitoring and familiarisation with the safeguarding and child protection policy, behaviour policy, staff code of conduct, systems and processes for CME and Keeping Children Safe in Education: Statutory Child Protection & Safeguarding Policy 38 Guidance for Academies and Colleges, Part One and Annex A (September 2023), and other related policies.
- The designated safeguarding lead will undergo updated level 3/DSL level child protection training every two years and in addition to formal training, their knowledge and skills will be refreshed at least annually.
- All staff members of the academy will undergo safeguarding and child protection training (whole-academy training) which is regularly updated.
- All governors must undergo governor specific online awareness training at least every two years.
- Staff members who miss the whole-academy training should notify the DSL and will be required to undertake other relevant training to make up for it, e.g., by joining another academy's wholeacademy training. It is the responsibility of each member of staff to ensure they have completed all mandatory safeguarding training.
- We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in wholeacademy training if it takes place during their period of work for the academy.
- The designated safeguarding lead will provide an annual briefing to the academy on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.
- The DSL will ensure the academy maintains accurate records of staff induction and training.

Safeguarding in the Curriculum

Our academies play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Our Academies will have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This will be underpinned by:

- the school behaviour policy
- a pastoral support system
- a planned programme of PSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment. Child protection and wider child safety issues will be addressed in its wider context through the curriculum as appropriate in lesson time, focus days and during assemblies. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, and bullying.

Online Safety and Filtering and Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. The academy's Online Safety Policy explains how we try to keep pupils safe in the academy and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our Sexual Exploitation policy or Safeguarding and Child Protection procedures. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our academy aims to:

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

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

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

- Contact – being subjected to harmful online interaction with other users, such as child-to-child 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, such as 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

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private o How to recognise unacceptable behaviour online.
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.

- Make all pupils, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in academy, use of the academy's ICT systems and use of their mobile and smart technology

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the academy's IT systems.

- Regularly review and assess the effectiveness of our filtering and monitoring systems to ensure they are fit for purpose.

- Ensure that alerts from our filtering and monitoring systems are received and reviewed by our DSL (or DDSLs in their absence) in order to be assured that safeguarding concerns are robustly responded (for example, alerts relating to risks of online radicalisation or online grooming)

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our academy community.

- Whilst it is essential that the Academy ensured that appropriate filters and monitoring systems are in place, they should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

- The Department for Education has published filtering and monitoring standards [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)](#).

- The Academy should review the standards and support the Headteacher, DSL and IT Staff in meeting the standards, in particular: 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

Sharing of Nudes and Semi-Nudes

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sharing of nudes and semi-nudes'' covers the incidents where.
- A person under the age of 18 creates and shares sexual imagery of themselves with a young person under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with another young person under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) '*Sexting in schools and colleges*'.

- All staff will be trained in digital safeguarding and will have a role in educating and protecting children about online harms.
- All staff will be available and approachable for children to make disclosures which will then be referred to the DSL for further action.
- We will seek to prevent children from online harms through educating them about the laws and potential consequences of activity online.

Staff must not
- View, copy, print, share, store or save images.
- Ask a child to share or download images (if you have already viewed the images by accident, you must report this to the DSL).
- Delete the images or ask the child to delete it.
- Ask the child/children who are involved in the incident to disclose information regarding the image (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the child it involves or their, or other, parents and/or carers

Upskirting

Under the Voyeurism (Offences) Act 2019, upskirting is a criminal offence punishable by up to two years in prison. Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Any concerns related to upskirting must be reported to the DSL in line with the reporting process outlines within this policy and where appropriate staff will also consult the behaviour policy.

Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will manage this in the event of a suspicion or disclosure with the team in school. The school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:
- place the child at risk of significant harm or further risk of significant harm
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Children and young people who are potentially more susceptible to harm

Each academy within the trust recognises that some groups of children can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of children and young people. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Children or young people with a social worker

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

For example, it will inform decisions about:

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

Children with Special Educational Needs (SEN) and disabilities

Children with SEN and disabilities can be more susceptible to safeguarding risks as:

- Staff may not be able to spot the signs of abuse in children with SEND or assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Children with SEND may be prone to peer group isolation and more vulnerable to bullying, coercion and 'grooming' without outwardly showing any signs

- Children with SEND may experience increased feelings of anxiety which prevent them from 'speaking out

- Some children with SEND rely on adults for personal care, and this vulnerability puts them at greater risk of being harmed or abused.

- Children with SEND are more likely to work alone with a single adult, putting them at greater risk of being harmed or abused

- Children with SEND may not be able to recognise that they are being abused.

In addition to these increased risk factors, disabled children may have communication difficulties which make it difficult to tell others what is happening to them. Adults, including

professionals assessing their needs and caring for them, may concentrate on the child's special needs and overlook signs and symptoms that they are being maltreated.

All staff must therefore be aware of and extra vigilant to the possible indicators of abuse and/or neglect for disabled children. The designated safeguarding lead should liaise regularly with the special educational needs co-ordinator, the behaviour lead, and the attendance lead, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

If staff have a concern for a disabled child, they must consider:

- The child's communication needs and how they can communicate effectively with them
- What information in relation to the child disability and special needs staff need to be aware of in order to assess risk of abuse
- What resources staff require in order to undertake an informed assessment of safeguarding risk
- Where child protection issues are considered regarding a child with disabilities, there must be involvement by key professionals who know the child well, including those who have a comprehensive understanding of the child's disability, method of communication, and any associated medical condition.

Schools should consider what specialist advice, guidance and training may be required in order for staff to understand why children with SEND can be more vulnerable to abuse and how to recognise signs of abuse and/or neglect of disabled children.

LGBTQ+ children and young people

The fact that a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ children and young people can be targeted by other individuals. Staff within the trust will also be aware that, in some cases, a child or young person who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as children or young people who identify as LGBTQ+. Staff within the trust will also be aware that the risks to these children and young people can be compounded when they do not have a trusted adult with whom they can speak openly with. All staff will endeavour to reduce the additional barriers faced by these children and young people and provide a safe space for them to speak out and share any concerns they have.

LAC and PLAC

The academy will ensure that staff have the skills, knowledge and understanding to keep looked after children and previously looked-after children safe. In particular, we will ensure that:

- appropriate staff have relevant information about children's looked-after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

- the DSL has details of children's social workers and relevant virtual school heads Each school in the Trust has appointed a designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant experience to perform the role. As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Home-educated children

Parents and carers may choose elective home education (EHE) for their children and young people. In some cases, EHE can mean that children and young people are less visible to the services needed to safeguard and support them. In line with the Education (Pupil Registration) (England) Regulations 2006, each academy within the trust will ensure it informs their LA of all deletions from the admissions register when a children and young people is taken off roll. Where a parent or carer has expressed their intention to remove a child from an academy within the trust for EHE, the academy, in collaboration with the trust, LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the child or young person has SEND, is vulnerable, and/or has a social worker. Where the child or young person has an EHCP, the academy will always seek to convene a meeting with the family and the LA keyworker. Where a parent or carer intends to educate their child at home, the school must be formally notified in writing of this decision, making clear that the family will carry out their duties and the date from which their decision is effective.

Child on Child sexual violence and sexual harassment

This section of the policy must be read in conjunction with KCSIE 2023 Part 5

We recognise that peer on peer abuse can manifest itself in many ways as outlined further in KCSIE 2023 paragraph 32 to 35. All forms of child-on-child abuse are unacceptable and will be taken seriously. All staff are advised to maintain an attitude of 'it could happen here' and remain vigilant.

We recognise sexual violence and sexual harassment can occur between two children of any age and sex including those of primary school age within school, outside of school and/or online. They can occur online and face to face (physically and verbally) and are never acceptable.

The Trust and academy will create a protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

Academies will provide training for staff on how to manage a report of sexual violence or sexual harassment, including measures to keep the victim,
alleged perpetrator and if necessary other children and staff members, safe.

All academies must follow the statutory guidance in KCSIE, 2023 relating to how to respond to all signs, reports, and concerns of child-on-child sexual abuse as outlined in Part 5 paragraph 447 to 559 including:

- What schools should be aware of
- Sexual Violence
- Consent
- Sexual Harassment
- Harmful Sexual Behaviour
- Preventing Abuse
- Responding to reports of sexual violence and sexual harassment
- Online Harassment
- Immediate Response
- Confidentiality and anonymity
- Risk Assessment
- Action following a report including welfare of the perpetrator/s and
- Managing and Referrals
- Reporting to the Police
- Unsubstantiated, unfounded, false or malicious reports
- Ongoing Support and Consideration
- Sanctions
- Working with Parents/Carers
- Safeguarding other children

Decisions will be made in close liaison with external agencies, including police and social care, when appropriate.

Academies will provide high quality Relationships and Health Education (RHE) and the local curriculum will include information and materials that support children in keeping themselves safe from abuse, including abuse from their peers in and out of school and online.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Child on Child Abuse

All staff will be aware that child-on-child abuse can occur between children and young people of any age and gender, both inside and outside of academy, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse. Three Spires Trust academies have anti-bullying and

behaviour policies to guide, inform and support children, young people, and staff, as well as parents and carers.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

All staff will challenge behaviours (which may potentially be criminal in nature), such as physical and sexual assaults, ie grabbing bottoms, breasts and genitalia, flicking bras, lifting skirts and "dropping" trousers or shorts.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting and downblousing, and 'kegging'.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff will be clear as to the policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff are clear that this child protection and safeguarding policy must be followed in order to prevent any concerns from escalating. This is in addition to the behaviour policy.

Children and young people will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children and young people will also be reassured that they will be taken seriously, be supported, and kept safe. The initial response and timeliness of action from the moment a report is received from a child is crucial. The opportunity to intervene must not be missed. No child or young person should ever feel ashamed for making such a report.

All victims will be taken seriously, regardless of the nature of the report. Abuse that occurs online or outside of school will not be minimised or downplayed – it will be treated equally seriously. We will ensure that children and young people know that the law is in place to protect them rather than criminalise them and this will be explained in such a way that prevents alarming or distressing the child or young person.

Victims of child-on-child abuse will be supported by the pastoral systems in the academy with referrals to specialist agencies, if appropriate. Risk assessment and / or safety planning are an integral part of this support plan, particularly regarding post-incident management.

Attendance

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Persistent absence and missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

- We have a separate attendance policy (which includes protocols for children missing education and elective home education) in place which references both Working together to improve school attendance and Children Missing Education [Working together to improve school attendance (publishing.service.gov.uk)](https://publishing.service.gov.uk)
- Academy attendance operational leads, in addition to the general safeguarding training that all staff receive are given access to role specific safeguarding training and ensure they understand the safeguarding implications behind poor or non-attendance.
- Academy leaders and governors ensure that attendance data, particularly for identified vulnerable groups is closely and regularly monitored identifying trends or patterns which may indicate safeguarding concerns.
- Where appropriate, social workers will be involved, informed, and updated about attendance issues.

Children Missing Education (CME)

Children who go missing from education are at significant risk. Children who are already known to children's social care, who are on a child in need or child protection plan or in the care of the local authority (looked after children) are additionally vulnerable and in need of additional protection.

- We will follow the protocols laid out in our attendance policy.
- The DSL will ensure the academy response to identifying children missing from education supports identifying potential abuse or exploitation and also prevents them going missing in the future.
- The academy will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children Safe in Education (September 2023) document and Working Together to Improve School Attendance (Sept 2022)

Operation Encompass

We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present. This includes undertaking the Key Adult online Training and ensuring all parents/carers are aware we are part of this initiative via newsletters, prospectus, school website and induction.

Use of Reasonable Force

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e., a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise

The general guidance on Reducing the need for restraint and restrictive intervention - GOV.UK (www.gov.uk) DfE advice template (publishing.service.gov.uk) DfE advice template (publishing.service.gov.uk) Use of reasonable force – Advice for headteachers, staff and governing bodies (2013) is available to schools and may be supplemented by specialist guidance.

Children and Learning Act 2009 requires the Trust Board to ensure that a procedure is in place, within member schools, for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident.

The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

Concerns about a young person

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should alert the DSL to their concern.

Each academy uses a safeguarding software and is the single point for the delivery of concerns. Once staff record a concern, it will automatically alert the Designated Safeguarding Lead that a concern form has been raised.

Multi-agency working

The trust contributes to multi-agency working as part of its statutory duty. The trust is aware of, and will follow, the local safeguarding arrangements. The academies within the trust will be fully engaged, involved, and included in local safeguarding arrangements. Once the trust and its academies are named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. Academies within the trust will act in accordance with the trust's safeguarding arrangements. The trust will work with Children's social care, the police, health services and other services to protect the welfare of its children and young people, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the academies within the trust will allow access for Children's social care from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment. The trust also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made unless to do so would increase the risk to the child.

In the above circumstance, contact should be made with the MASH and/or the police (in an emergency on 999 or on 101) Emergency Out of Hours Social Work Service. Professionals can consult with a children's Social Worker in the Local Authority if they are unsure whether a Social Work Assessment is necessary and this can be done directly to the Locality Children's Team but if a referral is to be made, this should be done through the MASH.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any child or young person may benefit from early help, but in particular, staff within the trust will be alert to the potential need for early help for children and young people who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.

- Have family members in prison or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or child marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the academy day. • Show early signs of abuse and/or neglect in other ways.

The DSL/DDSL in the academy will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required. The DSL/DDSL will report to the principal about the progress of any children or young people who are open to early help support. The DSL/DDSL will report about the number of families engaging with early help. Staff within the trust may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the children and young people situation is not improving or is worsening.

Female Genital Mutilation

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

- All staff should speak to the DSL or deputy with regard to any concerns about FGM
- Teachers should be aware that there is a mandatory legal duty upon them that, if in the course of their work, they discover that an act of FGM appears to have been carried out on a girl under 18 years, they must report this to the police (see annex B of KCSIE for further details)
- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the Designated Safeguarding Lead and children's social care. The duty does not apply in relation to at risk or suspected cases though staff will always refer to the DSL to take the next appropriate steps.

Notifying parents or carers

- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will manage this in the event of a suspicion or disclosure with the team in school. The school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:
  - place the child at risk of significant harm or further risk of significant harm
  - place a vulnerable adult at risk of harm

- compromise any enquiries that need to be undertaken by children's social care or the police
- Other staff will only talk to parents or carers about any such concerns following consultation with the DSL. If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Equal Opportunities

The Equality and Diversity Policy sets out the Trust's commitment to tackling disadvantage and discrimination and is implemented locally in school. Leaders must guard against any assumptions about cultural variation where this may be in conflict with safeguarding children e.g., FGM and ensure that practices reflect this commitment.

The academy will promote equality of opportunity and diversity, ensuring children are supported to understand, appreciate, and respect difference in the world. All staff are responsible for ensuring respect for the different legally defined protected characteristics and acting where necessary to ensure that no forms of discrimination will be tolerated.

Complaints and concerns which relate to safeguarding

Complaints against staff that may require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Other complaints Refer to Trust complaints policy and procedures. Early years providers in our Trust will take account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage.

Whistleblowing

Refer to Trust whistleblowing policy and procedures that cover concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures. If the options above have been explored fully and the concern still isn't being handled effectively and is therefore placing the child or young person at risk, you must continue to escalate your concerns by contacting the **NSPCC Whistleblowing Advice Line on 0800 028 0285.**

Contextual Safeguarding

Contextual safeguarding is an approach to safeguarding that recognises that young people may be at risk of significant harm not only within their home environment, but also outside it. The traditional safeguarding approach does not consider extra-familial contexts, which has led to cases of abuse and exploitation falling under the radar.

Extra-familial contexts include young people's peer groups, support networks, online contacts, and local community or neighbourhood. Safeguarding concerns in these contexts could consist of harassment or violence from their peers, a risk of grooming – whether online or in person – high levels of crime or gang violence in your local area, or even a local park where frequent incident reports have been made.

Monitoring and review

This policy is reviewed at least annually by the DSL and the board of trustees. This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt. Any changes made to this policy will be communicated to all members of the trust. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme and their ongoing safeguarding training.

Appendix 1- Local Safeguarding arrangements

Please see individual school website for Local Safeguarding Arrangements

Appendix 2: Definitions of abuse and neglect

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

grooming a child in preparation for abuse (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.

Neglect

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

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, "domestic abuse" is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. "Abusive behaviour" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. "Personally connected" includes people who:
• Are, have been, or have agreed to be married to each other.
• Are, have been, or have agreed to be in a civil partnership with each other.
• Are, or have been, in an intimate personal relationship with each other. • Each have, or had, a parental relationship towards the same child.
• Are relatives. The academy will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to". Referrals to the Local Housing Authority do not replace referrals to Children's Social Care where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family based and referrals to Childrens Social Care will be made as necessary where concerns are raised.

Modern slavery

For the purposes of this policy, "modern slavery" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a child or young person may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. 49 The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- suffering from changes in emotional well-being
- misusing drugs and alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education
- not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation.

- Children who appear with unexplained gifts, money, or new possessions
- Children who associate with other children involved in exploitation.
- Children who have older boyfriends or girlfriends
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);

- Entering and/or leaving vehicles driven by unknown adults.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology.
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Children who suffer from sexually transmitted infections or become pregnant.
- 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 don't take part in education.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff 51 have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- a pupil confiding in a professional that FGM has taken place.
- a mother/family member disclosing that FGM has been carried out a family/pupil already being known to social services in relation to other safeguarding issues.
- a girl: having difficulty walking, sitting, or standing, or looking uncomfortable.
- finding it hard to sit still for long periods of time (where this was not a problem previously) spending longer than normal in the bathroom or toilet due to difficulties urinating.
- having frequent urinary, menstrual or stomach problems
- avoiding physical exercise or missing PE
- being repeatedly absent from school or absent for a prolonged period.
- demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- being reluctant to undergo any medical examinations.
- asking for help, but not being explicit about the problem
- talking about pain or discomfort between her legs.

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

- the girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin • a parent or family member expressing concern that FGM may be carried out.

- a family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues having a mother, older sibling or cousin who has undergone FGM.
- having limited level of integration within UK society
- confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM o talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion) being unexpectedly absent from school.
- having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- speak to the pupil about the concerns in a secure and private place
- activate the local safeguarding procedures and refer the case to the local authority's designated officer
- seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Children and young people with family members in prison

Children and young people with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison? From Directory of Resources | NICCO' where appropriate and allowed the opportunity to discuss questions and concerns.

Cyber-crime

For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes,

i.e. crimes that can be committed only by using a computer.
Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring children or young people to the National Crime Agency's Cyber Choices programme.

Children missing from Education.

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

- are at risk of harm or neglect
- are at risk of forced marriage or FGM
- come from Gypsy, Roma, or Traveller families • come from the families of service personnel
- go missing or run away from home or care • are supervised by the youth justice system
- cease to attend a school
- come from new migrant families.

The school will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Educational Neglect

The Department for Education (DfE) has stated, 'persistent failure to send children to school is a clear sign of neglect'. The NSPCC has cited, 'failure to ensure regular school attendance which prevents the child reaching their full potential academically' as one of their six forms of neglect. 'Working together to safeguard children' provides a neglect description, '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'.

Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff will not attempt to make a diagnosis of mental health problems – the academy will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify children and young people whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how children and young people's experiences can impact on their mental health, behaviour, and education. Staff who have a mental health concern about a child or young person that is also a safeguarding concern will act in line with this policy and speak to the DSL or DDSL(s) as well as the Designated Mental Health Lead. The academy will access a range of advice to help them identify children and young people in need of additional mental health support, including working with external agencies.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- increased absence from school
- change in friendships or relationships with older individuals or groups
- significant decline in performance
- signs of self-harm or a significant change in well-being
- signs of assault or unexplained injuries
- unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

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

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Private Fostering

There is a mandatory duty on the academy to inform the local authority of a private fostering arrangement they are aware of.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

The academy has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

Staff are trained to advise the DSL when they become aware of a change of living circumstances for any child.

Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

The academy itself has a duty to inform the local authority of the private fostering arrangements. On admission to the academy, we will take steps to verify the relationship of the adults to the child who is being registered.

Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online'.
Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.

- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.

- Indirect - Can include the exploitation of individuals.

Appendix 3: Dealing with a disclosure of abuse

It is important that all our staff know how to deal with a disclosure of abuse or neglect.

Remember – If a pupil chose to confide in you, it means they trust you and want you to help them. Dealing with a disclosure may be frightening, but you should also feel privileged that the child has chosen you to talk to.

If you see or hear something that concerns:
 • Don't ignore it.
• Don't feel silly – if it worries you, someone else needs to know.
 • If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day.
 • Upload all information to your safeguarding software and seek advice immediately from your DSL.
• If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate person via your safeguarding software
• All staff may raise concerns directly with Children's Services. If they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff.
• Concerns about adults in the academy should be made directly to the Principal.

The 4 R's of child protection are:
- Recognize
- Respond
- Refer
- Record

If you suspect a child is being abused or neglected, it's important to act. The 4 R's can help guide you through the process.

Recognize the signs of abuse and neglect. Look for changes in a child's behaviour, physical appearance, or home life.
Respond to your concerns. Talk to the child to see if they're okay. If they're not, reach out to a trusted adult or professional for help.
Refer the situation to authorities. If you believe a child is in danger, contact the police or child protective services.
Record what you saw or heard. Write down the date, time, and details of the incident. This information can be helpful if an investigation is opened.

The 4 R's of child protection are important steps to take if you suspect a child is being harmed. Recognizing the signs, responding to your concerns, referring the situation to authorities, and recording what you saw or heard can help keep a child safe.

Dealing with disclosures of abuse:

1. Always listen carefully and quietly – do not press for any evidence at all.

2. Do not refute or try to belittle the allegation.

3. Show that you care through open and reassuring facial and body language.

4. Do not interrogate or ask leading questions (it could later undermine a case).

5. Ensure you take a written verbatim account of the child's disclosure using the appropriate academy Disclosure Form and record keeping system or, where appropriate, through CPOMS.

At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.

- Do not promise to keep the allegation secret or that 'everything will be alright'.

- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.

- Do not admonish in any way e.g., 'I wish you had told me sooner'.

- Inform the DSL initially verbally. Under no circumstances, discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory.

With the DSL, prepare a detailed report itemising: The information revealed by the student with absolutely no opinion:

- Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the academy.

- Date and sign any written record of events and action taken and keep confidential and secure
  • You must keep, in absolute confidence, a copy of the report, as will the DSL

Appendix 4- Extremism and SPOC

Preventing Radicalisation

4.1 If you have concerns about extremism If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, **020 7340 7264**, which school staff and governors can call to raise concerns about extremism with respect to a pupil.

You can also email **counter.extremism@education.gov.uk** . Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on **0800 789 321** if you:
• think someone is in immediate danger
• think someone may be planning to travel to join an extremist group
• see or hear something that may be terrorist-related

4.2 The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent duty".

4.3 Where staff are concerned that children are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead and be recorded.

4.4. The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- refusal to engage with, or becoming abusive to, peers who are different from themselves
- becoming susceptible to conspiracy theories and feelings of persecution
- changes in friendship groups and appearance
- rejecting activities they used to enjoy
- converting to a new religion
- isolating themselves from family and friends
- talking as if from a scripted speech
- an unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use
- expressions of sympathy for extremist ideologies and groups, or justification of their actions
- accessing extremist material online, including on Facebook or Twitter
- possessing extremist literature
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Appendix 5 Online safety and social media

Social Media is one of the most popular aspects of the internet, and with the number of apps available for download increasing constantly, keeping young people safe online has never been more important.

It is now strongly advised that through Internet Safety Training, young people develop digital resilience to help them stay safe online. Training young people in internet safety and resilience online is now more important than ever before. Discuss the importance of critical thinking online, speaking up if they ever see something that they find upsetting or worrying, and online conduct regularly.

CEOP Education (thinkuknow.co.uk) have excellent resources available to train young people in digital resilience.

Apps and their Age Ratings		
13+	**16+**	**18+**
- Facebook - Instagram - Snapchat - Twitter - Tik-Tok - Kik - You now - Yubo - House Party - Monkey - Youtube - Discord - Omegle	What's App	- Meow Chat - Chat Roulette

Please see other useful websites in relation to online safety

Information, Advice and Support to Keep Children Safe Online (internetmatters.org)

Homepage - UK Safer Internet Centre

What is Online Safety? | SWGfL

Get Safe Online | The UK's leading Online Safety Advice Resource

Childline | Childline