



# Child Protection and Safeguarding Policy

**Document Date: 1<sup>st</sup> September 2024**

**Version: 1**

**Policy Reviewed and Adopted by Governing Board:**

**Date of Next Review: September 2025**

**Responsible Officer: Assistant Principal - Mrs M Beckett**

## Introduction and Statement of Intent

At Hawes Side Academy, all staff and trustees recognise their moral and statutory responsibility to safeguard and promote the welfare of all pupils; this is placed at the centre of everything that we do. We endeavour to provide a safe and welcoming environment where children are respected and valued. Through pastoral care, we are concerned with promoting the moral, social, physical, mental and emotional well-being of all pupils both inside and outside of the academy premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the well-being of pupils is at the forefront of all action taken. All children will have the same rights and same value regardless of age, ability, race, culture, language, religion, gender identity or sexual identity, disability, or social/economic background. We teach pupils how to keep safe and recognise behaviour that is unacceptable.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice. We identify and make provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation. The procedures contained in this policy apply to all staff and trustees and are consistent with those of the Blackpool Safeguarding Board (BSCB). Staff are trained upon its contents and on their safeguarding duties and are legally obliged and know how to follow up any concerns they may have around child protection. Staff know how to refer concerns to a DSL and record through our 'CPOMS' system. We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinating offer of early help when additional needs of a pupil are identified and contributing to interagency plans, which provide additional support to the pupil.

We create a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children. We ensure that the principal and any new staff and volunteers are only appointed when all appropriate checks have been satisfactorily completed.

**Safeguarding is everyone's responsibility. Everyone who works with children has a responsibility for keeping them safe. This policy applies to all staff, trustees and volunteers working within Hawes Side Academy.**

Our core safeguarding principles are:

- To safeguard and promote the welfare of children
- Safer children make more successful learners
- To review policies at least annually, unless an incident or new legislation or guidance suggests the need for an interim review

## Purpose of this policy

- To set out a clear and consistent framework for delivering this promise in line with safeguarding legislation and statutory guidance
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the academy's commitment with regard to child protection to pupils, parents and other partners

## Linked Documentation

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

### Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- 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
- Marriage and Civil Partnership (Minimum Age) Act 2022

## Statutory guidance

- DfE (2024) 'Keeping children safe in education 2024'
- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'

## Non-statutory guidance

- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2021) 'Teachers Standards'
- DfE (2017) 'Child sexual exploitation'
- DfE (2015) 'What to do if you're worried a child is being abused'

This policy operates in conjunction with a variety of school policies, including:

- Online Safety Policy
- General Data Protection Regulation Policy
- Records Management Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Behaviour Policy
- Staff Code of Conduct
- Selection and Recruitment Policy

## Roles and Responsibilities

### Key personnel

Principal: Mrs Caroline Boothroyd

Assistant Principal: Mrs Marianne Beckett

Designated Safeguarding Lead (DSL): Mrs Marianne Beckett, Mrs Julie Fleckney (Family Liaison) and Mrs Caroline Boothroyd

Contact by email: [admin@hawes-side.co.uk](mailto:admin@hawes-side.co.uk) /Tel: 01253 402541

Named Trustee for safeguarding is Mrs Jo Hirst

Contact by email: [admin@hawes-side.co.uk](mailto:admin@hawes-side.co.uk)

### **The Designated Safeguarding Lead (DSL)**

**The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety). The DSL duties include:**

- take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place
- ensuring each member of staff has access to and understands the academy's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process
- acting as a source of support, advice and expertise for all staff on child welfare, protection and safeguarding matters
- acting as a point of contact with the safeguarding partners
- making and managing referrals to children's social care, the police or other agencies
- taking part in strategy discussions and inter-agency meetings, and/or support other staff to do so
- contribute to the assessment of children, and/or support other staff to do so
- be available during school hours for staff to discuss any safeguarding concerns (where a DSL is not available in person, a DSL is to be available via telephone, videocall or other media)
- arrange, alongside the academy, adequate and appropriate cover for any activities outside of school hours or term of liaising with the 'case manager' and the designated officer(s) (LADO) at the local authority for child protection concerns in cases concerning staff
- understanding BSCB procedures
- keeping written records of all concerns, ensuring that such child protection records are kept up-to date, stored securely and only accessed by those who need to do so
- Refer cases:
  - to CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS
  - to the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
  - to the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child
  - to the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
- notifying children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared
- attending and/or contributing to child protection conferences
- coordinating the academy's contribution to child protection plans
- developing effective links with relevant statutory and voluntary agencies
- ensure each member of staff has access to and understands the academy's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process
- work with the governing board to ensure the academy's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- ensure the academy's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the academy may make referrals for suspected cases of abuse or neglect, as well as the role the academy plays in these referrals
- linking with the nominated trustee and principal

- liaise with the principal to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety
- liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the mental health lead where safeguarding concerns are linked to mental health
- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - ensuring that the academy knows which pupils have or had a social worker
  - understanding the academic progress and attainment of these pupils
  - maintaining a culture of high aspirations for these pupils
  - supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
  - helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT
- keeping a record of staff attendance at child protection training and its impact
- link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding
- undergo training, and update this training at least every two years
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication
- support and advise staff and help them feel confident on welfare, safeguarding and child protection matters, specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping
- reviewing and monitoring a list of vulnerable pupils on a regular basis, especially those who receive early help through an Early Help Assessment. Staff need to be particularly alert to the potential need for early help for a pupil who:
  - is disabled and has specific additional needs
  - has SEN
  - is a young carer
  - is frequently missing/goes missing from care or home
  - is misusing drugs or alcohol
  - is in a family circumstance presenting challenges for the pupil, such as substance abuse, adult mental health problems or domestic abuse
  - has returned home to their family from care

### **The Designated Teacher**

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **The Governing Board**

#### **The governing board has a duty to:**

- take strategic leadership responsibility for the academy's safeguarding arrangements
- ensure that the academy complies with its duties under the above child protection and safeguarding legislation
- guarantee that the policies, procedures and training opportunities in the academy are effective and always comply with the law
- guarantee that the academy contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- confirm that the academy's safeguarding arrangements consider the procedures and practices of the LA as part of the inter-agency safeguarding procedures
- understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the academy's policies and procedures
- comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- ensure that staff working directly with children read at least Part one of KCSIE
- ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities regarding safeguarding children
- ensure a senior lead takes leadership responsibility for safeguarding arrangements
- appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- appoint one or more deputy DSLs and/or additional DSL to provide support to the SLT DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s)
- facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- where there is a safeguarding concern, ensure the child's wishes and feelings are considered when determining what action to take and what services to provide
- ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible
- ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information
- ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the principal or another trustee
- guarantee that there are effective and appropriate policies and procedures in place
- ensure all relevant persons are aware of the academy's local safeguarding arrangements, including the governing board itself, the SLT and DSL
- make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+
- ensure the academy has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems
- guarantee that volunteers are appropriately supervised
- make sure that at least one person on any appointment panel has undertaken safer recruitment training

- ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually
  - ensure that all trustees receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly
  - certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors
  - confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
  - guarantee that there are procedures in place to handle pupils' allegations against other pupils
  - ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
  - ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse
  - guarantee that there are systems in place for pupils to express their views and give feedback
- establish an early help procedure and ensure all staff understand the procedure and their role in it
  - appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training
  - ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC
  - introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities
  - make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly regarding the pupil's legal status, contact details and care arrangements
  - put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future
  - ensure that all members of the governing board have been subject to an enhanced DBS check
  - create a culture where staff are confident to challenge senior leaders over any safeguarding concerns
  - be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements

### **The Principal**

#### **The principal has a duty to:**

- ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff
- provide staff with the appropriate policies and information upon induction

#### **All staff:**

#### **All staff have a responsibility to:**

- consider, at all times, what is in the best interests of the pupil
- maintain an attitude of 'it could happen here' where safeguarding is concerned
- provide a safe environment in which pupils can learn
- be prepared to identify pupils who may benefit from early help
- be aware of the academy's systems which support safeguarding, including any policies, procedures, information and training provided upon induction
- be aware of the role and identity of the DSL and deputy DSLs
- undertake safeguarding training, including online safety training (which amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated
- receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually

- be aware of the local early help process and understand their role in it
- be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- support social workers in making decisions about individual children, in collaboration with the DSL
- be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected
- be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful
- maintain appropriate levels of confidentiality when dealing with individual cases
- reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe
- speak to the DSL if they are unsure about how to handle safeguarding matters
- be aware of safeguarding issues that can put pupils at risk of harm
- be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm

**Teachers, including the principal, have a responsibility to:**

- safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'
- personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible

## Definitions for the purpose of this policy

**Child and Children** refers to anyone under the age of 18.

**Safeguarding and protecting the welfare of children** is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge
- Protecting pupils from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of pupils' mental and physical health or development
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all pupils to have the best outcomes

**Staff** refers to all those working for or on behalf of the academy, full time or part time, in either a paid or voluntary capacity

**Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents

**Consent** for the purposes of this policy is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

**Sexual violence** for the purposes of this policy refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.



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

**Sexual harassment** for the purposes of this policy refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media. - Sexual exploitation, coercion, and threats.

**Upskirting** for the purposes of this policy, refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting' or youth produced sexual images)** for the purposes of this policy is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, "indecent imagery" is defined as an image which meets one or more of the following criteria:

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

## Definitions

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

For the purposes of this policy, "**safeguarding and protecting the welfare of children**" is defined as:

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

For the purposes of this policy, "**consent**" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that

activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

### **Sexual harassment can include, but is not limited to:**

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “**sexting**”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

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

- Sexual activity that involves animals

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

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

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

## Related Procedures

### Good practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice, which are in line with the academy’s vision and values. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately. Good practice includes:

- Treating others as you wish to be treated
- Treating pupils with respect
- Involving pupils in decisions that affect them
- Being alert to changes in pupils’ behaviour
- Recognising that changes in behaviour, including challenging behaviour, may be an indicator of abuse, neglect or exploitation
- Reading and understanding the academy’s child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information sharing

- Asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Applying the use of reasonable force only as a last resort and in compliance with academy and BSCB policies and procedures and DFE Guidance 2012 'Ensuring Good Behaviour in Academies' (p.4)
- When considering the use of reasonable force towards children with SEND or medical conditions the risk should be carefully considered taking into account their individual needs; proactive behaviour support are also in place to reduce the need for reasonable force

This must be read in conjunction with the academy's behaviour policy and staff code of conduct.

### **Context of safeguarding incidents**

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The academy will provide as much contextual information as possible when making referrals to CSCS.

### **Abuse and neglect and exploitation**

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

### **Pupils potentially at greater risk of harm**

The academy recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

#### **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

#### **Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

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

### **LAC and PLAC ('Our Children')**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

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

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

### **Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

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

### **LGBTQ+ pupils**

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

### **Pupils requiring mental health support**

All staff will be aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

## **Children Absent from Education**

A pupil who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The academy will ensure that the response to pupils persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the academy, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education procedures. The academy will inform the LA of any pupil who fails to attend regularly or has been absent without the academy's permission for a continuous period of 10 school days or more. The academy will follow

the DfE's [guidance](#) on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

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

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

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

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

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

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

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

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

### **Child abduction and community safety incidents**

For the purposes of this policy, “child abduction” is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

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

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

### **Mental health**

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils 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 pupils’ experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to a DSL.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

### **Child-on-child abuse**

For the purposes of this policy, ‘**child-on-child abuse**’ is defined as abuse between children. The academy has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in this policy’s statement of intent.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, 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.

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

Child-on-child abuse can take many forms, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, kicking, biting, hair pulling or otherwise causing physical harm. It 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.
- 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.
- Upskirting.

All staff will be clear about the academy's policy and procedures for addressing 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 will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in this policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Exclusion Policy, where relevant.

### **Minimising risk**

We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the academy is well supervised, especially in areas where children might be vulnerable.

### **Investigating allegations**

All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- Gather information - children and staff will be spoken with immediately to gather relevant information.
- Decide on action - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection Policy.
- Inform parents - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the academy believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted. Where allegations of a sexual nature are made, the academy will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2022.

### **Supporting those involved**

The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.



## Serious violence

Through training, all staff are made aware of indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- increased absence from school
- a change in friendships
- relationships with older individuals or groups
- a significant decline in academic performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault
- unexplained injuries
- unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

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

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

## 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 pupils to the National Crime Agency's Cyber Choices programme.

## Child Criminal Exploitation (CCE)

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial advantage or other advantage of the perpetrator or facilitator
- through violence or the threat of violence

Specific forms of CCE can include:

- being forced or manipulated into transporting drugs or money through county lines
- working in cannabis factories
- shoplifting or pickpocketing
- committing vehicle crime
- committing, or threatening to commit, serious violence to others

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- appearing with unexplained gifts, money or new possessions
- associating with other children involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs or alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part

### County lines

For the purposes of this policy, “county lines” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- going missing and subsequently being found in areas away from their home
- having been the victim or perpetrator of serious violence, e.g. knife crime
- receiving requests for drugs via a phone line
- moving drugs
- Handing over and collecting money for drugs.
- being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- being found in accommodation they have no connection with or a hotel room where there is drug activity
- owing a ‘debt bond’ to their exploiters
- having their bank account used to facilitate drug dealing

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

### Child Sexual Exploitation (CSE)

For the purposes of this policy, “child sexual exploitation” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial advantage, increased status or other advantage of the perpetrator or facilitator
- through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- appearing with unexplained gifts, money or new possessions
- associating with other children involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs or alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- displaying sexual behaviours beyond expected sexual development
- becoming pregnant

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## 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 pupil 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.

## Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as ‘sexting’ or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour

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

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- refrain from viewing, copy, printing, sharing, storing or saving the imagery
- tell the DSL immediately if they accidentally view an indecent image and seek support
- explain to the pupil that the incident will need to be reported
- respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL
- report the incident to the DSL

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

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

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:

The only way to decide about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.

- Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.
- Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school’s network.

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

- never copy, print, share, store or save them as this is illegal – if this has already happened, they will contact the local police for advice and to explain the circumstances
- discuss the decision with the principal
- make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the principal or a member of the SLT

- make sure viewing takes place with another member of staff present in the room, ideally the principal or a member of the SLT. This staff member does not need to view the images
- wherever possible, make sure viewing takes place on the school premises, ideally in the principal's office or a member of the SLT's office
- make sure, wherever possible, that they are viewed by a staff member of the same sex as the pupil in the images
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions

Where the incident is categorised as 'aggravated', the situation will be managed in line with the school's Child-on-child Abuse procedures as detailed in this policy. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL will escalate the incident to CSCS. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil and their family to report imagery to sites on which it has been shared and will reassure them of the support available.

## Online Safety and personal electronic devices

The school will always adhere to the Online Safety Policy.

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

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

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

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

### Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The academy will also make it clear to parents what their children are being asked to do online for school.

### Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

### Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.

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

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

### Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

### 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 school 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.

Where police have been called to a domestic abuse incident where children are in the household and experienced that incident, the police will inform a DSL. This ensures that the academy has up to date safeguarding information about the child. The Blackpool Schools MARAC Protocol also enables information to be shared with schools or requested from schools regarding pupils associated with high-risk domestic abuse cases. The Protocol is a stepped approach and details the steps schools need to take to identify high-risk domestic abuse cases. The Protocol can be found in Appendix 3.

### Homelessness

The 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 CSCS where a child is being harmed or at risk of harm.

## Female Genital Mutilation (FGM)

For the purposes of this policy, 'FGM' is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

There is a range of potential Indicators that a girl may be at heightened risk of undergoing FGM include:

- the socio-economic position of the family and their level of integration into UK society
- the pupil coming from a community known to adopt FGM
- any girl with a mother or sister who has been subjected to FGM
- any girl withdrawn from PSHE

Indicators that FGM may take place soon include:

- when a female family elder is visiting from a country of origin
- a girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'
- a girl requesting help from a teacher if she is aware or suspects that she is at immediate risk
- a girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM has already taken place include:

- having difficulty walking, sitting or standing
- spending a longer period of time in the bathroom
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- having prolonged or repeated absences from school, followed by withdrawal or depression
- being reluctant to undergo normal medical examinations
- asking for help, but not being explicit about the problem due to embarrassment or fear

FGM is included in the definition of "'honour-based' abuse (HBA)", which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

## Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

**Virginity testing** - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

**Hymenoplasty** - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The academy will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

## Forced Marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

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

- being absent from school – particularly where this is persistent
- requesting for extended leave of absence and failure to return from visits to country of origin
- being fearful about forthcoming school holidays
- being subjected to surveillance by siblings or cousins at school
- demonstrating a decline in behaviour, engagement, performance, exam results or punctuality
- being withdrawn from school by their parents
- being removed from a day centre when they have a physical or learning disability
- not being allowed to attend extracurricular activities
- suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media
- having a family history of forced marriage, e.g. their older siblings have been forced to marry
- being prevented from going on to further or higher education
- showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia
- displaying a sudden decline in their educational performance, aspirations or motivation

If staff are concerned that a child may have undergone, is currently undergoing, or is at risk of forced marriage, they will speak to a DSL or the Principal, who will follow local safeguarding procedures, which could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the academy will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- making them aware of their rights and choices to seek legal advice and representation



- recording injuries and making referrals for medical examination where necessary
- providing personal safety advice
- developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help

The academy will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The academy will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The academy will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school’s RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for

## Radicalisation

For the purposes of this policy, ‘**radicalisation**’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the academy’s wider safeguarding duties. The academy will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The academy will work with local safeguarding arrangements as appropriate.

The academy will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the academy will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the academy has reason to believe that the child would be placed at risk as a result.

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

## The Prevent Duty

Under section 26 of the Counterterrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

## Pupils with family members in prison

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

## Pupils required to give evidence in court

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

## Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to a DSL.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to a DSL, if they have a concern about a pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [Communication and confidentiality](#) section of this policy. If a referral is made about a pupil by anyone other than a DSL, a DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, a DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by a DSL and kept securely in the academy and/or on CPOMS.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the academy will ensure that the pupil's wishes are always considered, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

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

## Managing referrals

All staff members, in particular DSLs, will be aware of the LA's arrangements in place for managing referrals. The DSLs will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSLs will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSLs will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The academy will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the academy will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the academy agrees with this decision, the academy will consider the use of other support mechanisms, such as early help and pastoral support.

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

### **Concerns about school safeguarding practices**

Any concerns regarding the safeguarding practices at the academy will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

### **Safeguarding Concerns and allegations of abuse against staff**

If an allegation is made against a member of staff, including supply staff, volunteers and contractors our set procedures must be followed and the full procedure for managing such allegations are set out in Part Four of Keeping Children Safe in Education 2023.

Allegations made against former members of staff will be reported to the police.

When managing allegations against staff, the academy will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”. Allegations that meet the harms threshold include instances where staff have:

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

### **Communication and confidentiality**

When recording, holding, using and sharing information, the DSLs will ensure that they:

- understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR
- are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children’s social care or the Prevent program

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with academy data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the academy will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the academy will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the academy will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

## **Safer recruitment**

The academy's full policy and procedures for safer recruitment are outlined in the Selection and Recruitment Policy.

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 school 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 trustee board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all trustees, volunteers, and contractors.

### **Staff suitability**

We take steps to ensure that staff and volunteers working in the academy 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

A disqualified person will not be permitted to work in the academy, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

### **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.

### **Referral to the DBS**

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

### **Single Central Record (SCR)**

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the academy. All members of the academy are also recorded on the SCR.

The following information is recorded on the SCR:

- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- a check of professional qualifications, where required
- a check to determine the individual's right to work in the UK
- additional checks for those who have lived or worked outside of the UK
- a section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the academy's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included. The academy is free to record any other information it deems relevant. The details of an individual will be removed from the SCR once they no longer work at the school.

### **Staff training**

Staff will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation. The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Child-on-child Abuse Policy and procedures
- The Staff Code of Conduct
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate)
- The Behaviour Policy
- The Children Absent from Education Policy, including the safeguarding response to children who are absent from education
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Information about the role and identity of the DSL(s)

Staff will receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment
- Contextual safeguarding
- How to keep 'Our Children' (LAC and PLAC) safe
- CCE and the need to refer cases to the National Referral Mechanism
- Updated online safety training

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the academy.

The DSL(s) will undergo child protection and safeguarding training and update this training at least every two years. The DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up to date with any developments relevant to their role. This will include training to understand:

- the assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements
- how LAs conduct child protection case conferences and child protection review conferences, to enable the DSL to attend and contribute to these effectively when required
- the importance of providing information and support to CSCS
- the lasting impact that adversity and trauma can have
- how to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers
- the importance of internal and external information sharing
- the Prevent duty
- the risks associated with online safety, including the additional risks faced online by pupils with SEND

## **Site security**

Visitors to the academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the academy site. Visitors who have not undergone the required checks will be escorted at all times. All visitors are expected to observe the academy's safeguarding and health and safety regulations to ensure children in the academy are kept safe.

Parents who are delivering or collecting their children outside of the normal drop off and collection academy hours must sign them in or out.

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

Where the governing board hires or rents out school facilities or the academy premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate

safeguarding arrangements are in place to keep pupils safe. The academy will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

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

## Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the academy to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

## Alternative provision

The academy will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

## Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child. If necessary, call 999
- complete a record of concern on CPOMS or, if unavailable, use the documents at Appendix 1 and 2 and report your concern to a DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

### If you are concerned about a pupil's welfare

Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are okay.

If the pupil does reveal that they are being harmed, staff should follow the advice below.

### If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'

- not be afraid of silences – staff must remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on to a DSL
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see a DSL. Otherwise let them know that someone will come to see them before the end of the day
- report verbally to the DSL even if the child has promised to do it by themselves
- record the conversation as soon as possible on ‘CPOMS’ or if not available, make a note of your conversation. Avoid paraphrasing in your words and try to use the child’s own words. Avoid including your opinion in the write up and try to include details of the emotional state of the pupil as they made the disclosure
- seek support if they or you feel distressed

### **Notifying parents**

The academy will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are notified.

### **Referral to children’s social care**

The DSL will make a referral as soon as possible 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. Staff are made aware of this process along with the role that they might be expected to play. Referrals from the academy to social care should contain as much information as possible so that the wider environmental factors present in a child’s life that are a threat to their safety and/or welfare can be considered. This is known as contextual safeguarding.

Referrals to be made to: Duty and Assessment Team (Tel: 477299)

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care or the police if they are convinced that a direct report is required or if a DSL, the Principal or the chair of trustees are not available and a referral is required immediately.

### **Multi-agency working**

The academy contributes to multi-agency working as part of its statutory duty. The academy is aware of and will follow the local safeguarding arrangements.

The academy will be fully engaged, involved, and included in local safeguarding arrangements. Once The academy is 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. The academy will act in accordance with the safeguarding arrangements.

The academy will work with CSCS, the police, health services and other services to protect the welfare of its pupils, 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 academy will allow access for CSCS 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 academy also recognises the particular importance of inter-agency working in identifying and preventing CSE.

### Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

### Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but staff will be alert to the potential need for early help for pupils 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
- have family members in custody or is 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 forced marriage
- are privately fostered
- are persistently absent from education, including persistent absences for part of the school day
- show early signs of abuse and/or neglect in other ways
- the DSL 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
- staff 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 CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening
- have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The academy will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- bereaved
- viewing problematic or inappropriate online content or developing inappropriate relationships online

- have recently returned home to their family from care
- missing education, or are persistently absent from school, or not in receipt of full-time education

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSLs.

The DSLs 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.

Staff 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 CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

### **Private Fostering Arrangements**

A privately fostered arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 (or under 18 if disabled). By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell one of the DSLs and the academy will notify the local authority of the circumstances.

### **Monitoring and Review**

The primary purpose of monitoring the success of safeguarding systems is to provide information on the progress and current status of the organisation and arrangements in place. This will be undertaken through internal quality assurance processes by the DSLs and Principal including observation, testing and analysis and review of available data and information. A formal audit will be undertaken at least annually by the Governing body and/or an external audit team to support the academy and provide feedback to ensure that effective organisation and arrangements are in place.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

This policy is reviewed at least annually by the DSLs and the headteacher. 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.

The next scheduled review date for this policy is 1<sup>st</sup> September 2024

### **Important Contacts:**

NSPCC: 08088005000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk) Student Support Team: 476524

Duty and Assessment Team: 477299 Early assessment Team: 476221 Blackpool Police: 101 Academy Nursing Team: 955465 Families in Need Team: 607319 LADO

**Appendices**  
**APPENDIX 1**



**CHILD PROTECTION FORM (In first instance please use CPOMS)**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Referred by: \_\_\_\_\_ Date: \_\_\_\_\_

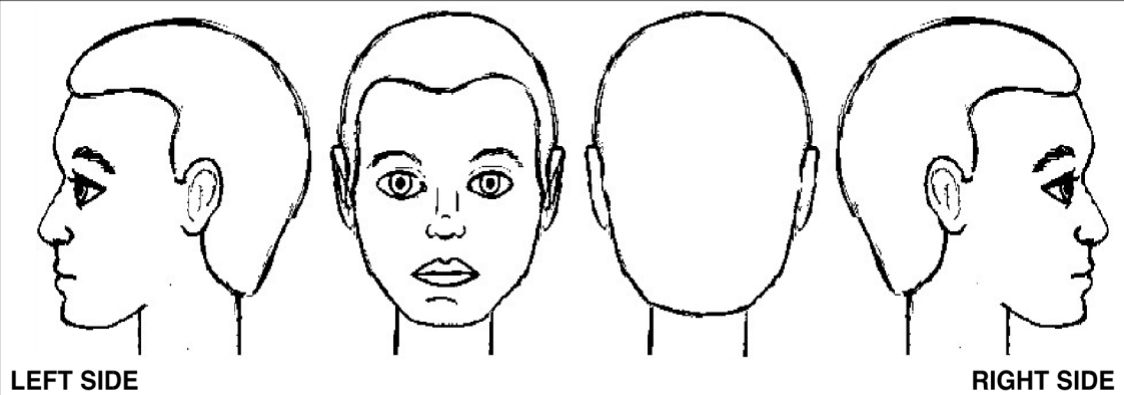
Concern/Comment:

Date of disclosure: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Details:

Action Taken:

**APPENDIX 2 (in first instance please use CPOMS)**

GROWING SAFETY – INJURY BODY MAP			
NAME OF CHILD		DATE OF BIRTH	
			

**APPENDIX 3**

MARAC Protocol – Blackpool Schools, 2021.

**Rational**

A MARAC (Multi Agency Risk Assessment Conference) is a meeting where information is shared on the highest risk domestic abuse cases between representatives for various agencies. Blackpool's MARAC meeting is held on a fortnightly basis, operating a rolling referral system and cases are listed to the first available MARAC, after initial referral.

Agencies share all relevant information they have about a victim. The representatives discuss options for increasing the safety of the victim and turn these into a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim. The MARAC will also make links with other fora to safeguard children and manage the behaviour of the perpetrator. Many vulnerable, previously 'hidden', children who are living with domestic abuse are identified through the MARAC process. At the heart of a MARAC is the working assumption that no single agency, or individual can see the complete picture of the life of a victim, but all may have insights that are crucial to their safety.

a. **Identification of High Risk cases – Blackpool Schools.**

- Schools should screen for domestic abuse at the appropriate times and where abuse is disclosed. They should complete the Safelives DASH Risk Checklist, or Young Person version. (see appendix A and B)

- Cases where a victim scores 14 or more, or you as a practitioner have genuine concerns for the safety of a victim, should be referred to MARAC using a completed MARAC referral form, (appendix C) including a copy of the DASH to: [maracreferrals@lancashire.polic.uk](mailto:maracreferrals@lancashire.polic.uk)
- During this process schools/colleges should also identify any risks to children; or vulnerable adults living with the victim, or perpetrator and escalate where required via Blackpool Families Rock Request for Support Hub, 01253 477299 or Blackpool Adult Social Care : 01253 477592.
- [All cases that meet the requirement for a MARAC referral should be referred to FCWA at the same time as submitting the MARAC referral to: idva@fcwa.co.uk](#)
- Professionals need to consider if the police need to be informed of the incident.
- [As the referring agency to MARAC your attendance will be required, to present the case to core MARAC members, to establish safety planning and level of risk.](#)

b. **Notification of MARAC cases – Blackpool Schools.**

- School will be notified by a member of the local authority’s Safeguarding Team of a case being heard at MARAC. Please note this information is highly confidential.
- Schools should update their safeguarding systems to flag and reflect a high-risk case being heard at MARAC.
- Schools will be requested to complete a MARAC Research Form (see appendix D) which needs to be returned to the academy’s Safeguarding Team.
- Schools should include the following information on the MARAC Research Form:
  - 1. Childs full details and parents details**
  - 2. Details of current attendance – provide %, including periods of significant absences.**
  - 3. Details of presentation, attitude, behaviour and general wellbeing.**
  - 4. Details of number of Encompass notifications**
- Completed research forms will be shared with the MARAC Coordinator to support safety planning and establish level of risk.
- A MARAC action list will be shared with schools once cases have been heard at MARAC.

## APPENDIX 4

### Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.

CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.

ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.

PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.



