



The Active Learning Trust  
ACTIVE LEARNERS • ACTIVE LEADERS • ACTIVE CITIZENS

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# Safeguarding and Child Protection Policy

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## Policy Review

<b>Next Review Date:</b>	September 2025
<b>Ratified by:</b>	Trust Board
<b>Date Ratified:</b>	August 2024
<b>Dissemination:</b>	The policy will be made available to all Trust employees

## Policy Amendments

Date	Version	Summary of Changes	Reviewer/s
Date August 2024	1.0	Shown in red	Shirley Young

**Amendments shown in red to reflect updates in Keeping Children Safe in Education 2024.**

## INTRODUCTION

The Active Learning Trust fully recognises the responsibility it has under section 175 of the Education Act 2002 (as amended), \*the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) to have arrangements in place to safeguard and promote the welfare of children.

**Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.**

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (**September 2024**). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', **2024**, if they are working directly with children. For those staff who do not work directly with children Annex A can be issued instead but this is a matter for the school/college to decide.

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused, neglected **or exploited**
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to **all** staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

### **There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

**PROCEDURES** for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the categories of abuse are attached (see Appendix A);

**SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;

### **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

## 1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

1.2.1 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.2.2 Ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.2.3 Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

1.2.4 Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.

1.2.5 Ensure that all school/college staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Policy'.

1.2.6 For Primary/Special Schools:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or other children.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

#### 1.2.7 For Secondary Schools:

Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

1.2.7 The Hillside PSHE and Personal Development curriculums, supported by the Islington PSHE Scheme (Appendix C) includes specific units designed to support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals and how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect. All children have explicit teaching about how to seek help and advice from others.

1.2.8 We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme. These units support children to recognise if they are feeling safe or unsafe in their

relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect (PS5-6). All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts.

## 2.0 PROCEDURES

2.1 We will follow the procedures set out in the Suffolk Safeguarding Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website:  
<https://www.suffolksp.org.uk/policies-procedures-and-practice-guidance#gsc.tab=0>

2.2. The Designated Safeguarding Lead is:

**Mrs Wass**

2.2.1 The Deputy Designated Safeguarding Leads are:

**Mrs Box, Miss Ola Arkuszewska, Mrs Ransom and Mr Laws**

2.2.2 The nominated governor for Safeguarding is:

**Mrs Young**

2.3 The Governing body will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2024 Annex C).

2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2024, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Suffolk Safeguarding Partnership Board and that this training is updated **at least every two years**.

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training **at least annually**.

- 2.3.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

Staff members are required to complete a logging concern form and pass it in person to the DSL/DDSL immediately.

- 2.3.6 Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

See Annex C, [page 170](#) of Keeping Children Safe in Education **2024** for details of requirements.

- 2.3.7 Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.

- 2.3.8 Nominate a governor for safeguarding who has undertaken appropriate training.

- 2.3.9 Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Deputies and their role
- how to identify the signs of abuse, neglect **and exploitation**, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online
- that children 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
- how to pass on and record concerns about a pupil/student
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL
- what is meant by, and the importance of, showing professional curiosity
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Multi-Agency Procedures on the Safeguarding Children Partnership Board website
- their role in the early help/**targeted support** process
- the process for making referrals to children's social care
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- the role of filtering and monitoring and the process for reporting issues.

- 2.3.10 Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- 2.3.11 Ensure that **all** staff, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.

- 2.3.12 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school. This can be found on/in our website.

- 2.3.13 Ensure that this policy is available publicly either via the school website or by other means.
- 2.3.14 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- 2.3.15 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. **Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.**

## 2.4 Multi-Agency Working

The school will:

- 2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils/students.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (2023), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.4.3 Notify the relevant Social Care Team immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
  - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
  - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
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- 2.4.4 When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

## 2.4 Record Keeping

2.5 The school will:

- 2.5.1 Keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children's Social Care immediately.
- 2.5.2 Records should include:
- a clear and comprehensive summary of the concern

- the child's wishes and feelings
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- a record of any discussion/communication with parents, other agencies etc.

2.5.3 Electronic records are stored on an identified, purpose-built, secure platform (e.g. MyConcern). **In addition, appropriate secure storage arrangements are in place for any historic hardcopy safeguarding files.**

2.5.4 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2024, (page 173) and the Suffolk Safeguarding Partnership Guidance on Keeping and Managing Child Safeguarding Records.

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

2.5.5 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.6 Ensure all actions and decisions are led by what is considered to be in the best interests of the child **and rationales are included for all discussions and decisions made.**

## 2.6 Confidentiality and information sharing

2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.

2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.



- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' 2023)
- 2.6.9 In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.
- 2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

## 2.7 Communication with Parents/Carers

The school will:

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website. [Statement for Safeguarding and Child Protection to be included in the school prospectus/website is available from Suffolk Safeguarding Partnership]
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- 2.7.3 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

## 2.8 Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- 2.8.1 All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

- 2.8.2 Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

- 2.8.3 Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys, perpetrators.
- 2.8.4 Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter'.
- 2.8.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.8.6 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.
- 2.8.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding procedures.
- 2.8.8 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.
- 2.8.9 Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.
- 2.8.10 Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. The term harmful sexual behaviours is used by professionals working within child protection. Harmful sexual behaviours can occur in person and/or online. The ages and stages of development of the children are critical factors when considering harmful sexual behaviour. The Designated Safeguarding Leads have undertaken training in using the Brook Traffic Light Tool, which is a tool designed to reference sexual development at different ages.

## 2.9 Dealing with Sexual Violence and Sexual Harassment between children

- 2.9.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

- 2.9.2 Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

- 2.9.3 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.4 Make decisions on a case-by-case basis.
- 2.9.5 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.6 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.9.7 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.8 Liaise closely with external agencies, including police and social care, when required.
- 2.9.9 Refer to 'Keeping Children Safe in Education - Part Five', 2024, for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024)

### 3.0 SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and 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 and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.
- 3.5 - Liaising with other agencies which support the child such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Suffolk's Harmful Sexual Behaviour Team or Early Help (Targeted Support) Teams.
- 3.6 Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 3.7 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 10 of Keeping Children Safe in Education, 2024 for the complete list. The list includes:

### **3.8 Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs**

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including online. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties, and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

#### **For Special Schools**

All pupils at ..... School have an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

#### **3.8.1 Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

#### **3.8.2 Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity.

Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. **These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home.**

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise. 35 The Designated Safeguarding Lead will refer to an exploitation risk assessment management tool and refer to the MASH if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

### **3.8.3 Children at Risk of Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will refer to a risk assessment management tool and refer to the MASH if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At Active Learning Trust we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

### **3.8.4 Children Frequently Absent from Education**

School recognises that children who have **unexplainable and/or persistent absences from education**, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out by Suffolk's Child Missing Education (CME) Team and as documented within the school's CME policy. The school will inform the MASH if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

### **Children Misusing Drugs or Alcohol**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality.

#### **3.8.6 Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers

- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### 3.8.7 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At The Active Learning Trust and Hillside Primary School we are working in partnership with Suffolk Police and Suffolk County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Suffolk Safeguarding Partnership Team will share police information of all domestic incidents to which Police have been called, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child

may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

### **3.8.8 Children at risk of ‘Honour- Based’ Abuse (HBA) including Female Genital Mutilation (FGM)**

Honour-Based Abuse can be defined as:

‘An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator’s perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community’s accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.’

The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The Marriage and Civil Partnership (Minimum Age) Act 2022 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure 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. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil’s wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report ‘known’ cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

### **3.8.9 Children who have returned home to their family from care**

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Suffolk Safeguarding Partnership Board Multi-Agency Procedures.

### **3.8.10 Children showing signs of Abuse, Neglect and/or Exploitation**



School recognises that experiencing abuse, neglect or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

#### 3.8.11 Children at Risk of Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school or colleges safeguarding approach.

The governing body will ensure that a DSL has undertaken Prevent Lead training (which is updated every two years) and that all staff receive training about the Prevent Duty.

**The following member of staff is the Prevent Lead and has undertaken Prevent Lead training:**

Miss Ola Arkuszewska

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's/college's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Suffolk Safeguarding Board website.

[National Prevent referral form \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

See also [Prevent Duty Guidance: for England and Wales,](#) HM Government, (March 2024).

#### 3.8.12 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative, in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the [Fostering Recruitment and Assessment Team](#).

#### 3.8.13 Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

#### **4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2024. This section should be read in conjunction with the school's Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

**The following members of staff have undertaken Safer Recruitment training:**

Mrs Wass, Mrs Box, Miss Baker

#### **4.3 Allegations that may meet the harms threshold (Part Four, Section One)**

4.3.1 Any allegation of abuse made against teachers, (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2024, Part Four, Section One, will be reported straight away to the Head Teacher.

4.3.2 In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2024.

4.3.3 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2024, Part Four and the school's HR Policies.

4.3.4 The Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

4.3.6 Where the school or college identify a child has been harmed, that there may be an immediate risk

of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

#### 4.3.7 School/college will consider:

- **Looking after the welfare of the child** - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

#### 4.4 **Concerns that do not meet the harms threshold (Part Four, Section Two)**

4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Headteacher  
NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2 In cases where the Headteacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education', 2024.

4.4.3 The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

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

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). These are kept online.

- 4.4.6 The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.
- 4.4.7 School/College should ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
- 4.4.8 All staff have signed to confirm that they have read the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).
- 4.4.9 The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

## **5.0 OTHER RELATED POLICIES AND PROCEDURES**

### **5.1 Use of Mobile Phones and other Smart Devices Policy**

- 5.1.1 This is a requirement for all Nursery or Primary schools with EYFS, but any school may wish to adopt the policy.
- 5.1.2 Our policy on use of mobile phones and other smart devices, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

*For Nursery and Primary Schools – Section 3 – The Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage.*

## **6.0 GOVERNING BODY SAFEGUARDING RESPONSIBILITIES**

- 6.1 Governing bodies should ensure they facilitate a whole school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- 6.2 The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection policy is published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

### 6.3 Use of school/college premises for non-school/college activities

- 6.3.1 If the governing body provides extended school/college facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.
- 6.3.2 Where services or activities are provided separately by another organisation or individual, either on or off school site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.
- 6.3.3 The governing body will use the guidance on 'Keeping children safe in out-of-school settings' (Sep 2023) which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.
- 6.3.4 The governing body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of

the premises; and that failure to comply with this would lead to termination of the agreement.

This policy was ratified on 1<sup>st</sup> August 2024 and will be reviewed on 1<sup>st</sup> August 2025  
Signed by the Headteacher/ Designated Safeguarding Lead

Chair of Governors .....

This policy links to our:

Anti-bullying policy

Attendance policy (including Children who are absent from Education)

Behaviour policy

Complaints policy

Critical Incident plan

Equality policy

First Aid policy

Health and Safety policy

Lone Working policy

Online Safety and Acceptable Use policy

Physical Intervention and/or Use of Reasonable Force policy

Protocol for children not collected from school at the end of the school day/activity

Responding to Prejudice Related incidents policy

Safer Recruitment policy

Staff Code of Conduct/Safer Working Practice

Staff Discipline and Grievance procedures

Supporting Pupils with Medical Conditions policy

Use of Mobile Phone and Other Smart Devices Policy

Whistleblowing policy

## Categories of abuse, neglect and exploitation

**Abuse** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing 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 or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

**Neglect** - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment
- Provide suitable education

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them



- ‘making fun’ of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

**Useful Contacts - Cambridgeshire**

Suffolk Safeguarding Team	<a href="mailto:enquiries@suffolksp.org.uk">enquiries@suffolksp.org.uk</a>	
Education Safeguarding Manager – Sadie Barber		
Early Help Hub (EHH) - Targeted Support Service		Tel: 01473 263391
Customer First Service Centre – social care referrals		Tel: 0808 800 4005
Emergency Duty Team (out of hours)		Tel: 01473 263391
Police Child Abuse Investigation Unit Tel 101		
Local Authority Designated Officer (LADO)	<a href="mailto:LADO@suffolk.gov.uk">LADO@suffolk.gov.uk</a>	Tel: 0300 123 2044
Professional Advisor (Children) – Tracy Murphy Prevent Officers/ Suffolk Police		NationalTel <u>0800 011 3764</u> Emergency Tel: 999

**Relevant Documents**

- “Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2024)
- “Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings” (April 2022)
- “Guidance for Safer Working Practice for those working with children and young people in education settings” (February 2022)
- “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (May 2024)
- “Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges” (March 2023)
- “The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk) (June 2023)
- “Prevent Duty Guidance: for England and Wales” (March 2024)
- “Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, March 2024)
- “What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)
- “When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)
- “Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (December 2023)

## Appendix B

### Dealing with Allegations or Concerns about an Adult Working with Children

Allegation or concern raised  
about a member of staff or

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

behaved in a way that has harmed a child, or may have harmed a child and/or

possibly committed a criminal offence against or related to a child and/or

behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)

You may wish to consider the questions in Box A below to help you decide the answer to this question.

#### Box A:

How long has the adult or member of staff worked for you?

Have there been any previous concerns raised?

Is this a one-off or part of a pattern of behaviour?

Has the member of staff previously been given advice in this area?

Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)

Might this have been a planned action or event?

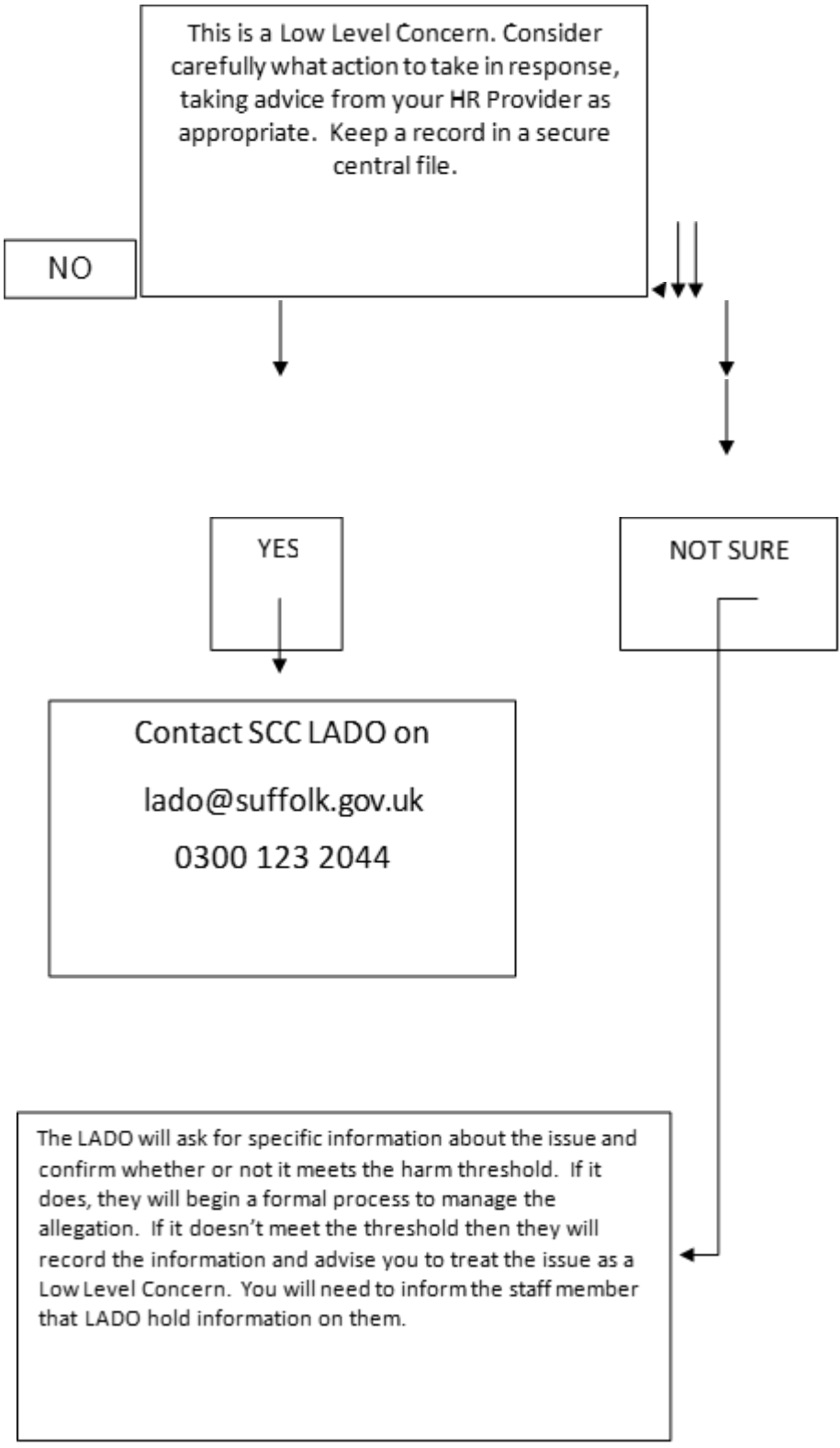
Could this behaviour be inadvertent? What is the likelihood of this?

Could this be the precursor to more concerning behaviour?

Did it occur in a 'public' or 'private' place? Was this in school or out of school?

If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?

If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?



## Appendix C – Curriculum Content

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Identity, society and equality: Making relationships with adults and children. Develop confidence in leaving the main carer and come into nursery happily and settled	Identity, society and equality: Making relationships. Identifying and talking about different feelings	Physical health and wellbeing: Fun times	Physical health and wellbeing: What keeps me healthy?	Drug, alcohol and tobacco education: Tobacco is a drug	Identity, society and equality: Democracy	Physical health and wellbeing: In the media	Drug, alcohol and tobacco education: Weighing up risk
	- Develop nursery routines - Focus on school rules - Consent - Good touch/bad touch - E-Safety	- Learning and following routines. - School rules - Consent - Good touch/bad touch - E-Safety - Staying healthy: <del>hand</del> hand washing	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing - <del>Qo</del> Life: Healthy Living - Democracy: School council	- Consent - Good touch/bad touch - E-Safety: Computing - <del>Qo</del> Life: Healthy Living - Democracy: School council	- Consent - Good touch/bad touch - E-Safety: Computing - Democracy: School council	- Consent - Good touch/bad touch - E-Safety: Computing - Democracy: School council
Autumn 2	Mental health and emotional wellbeing: Understand own feelings and talk about them	Mental health and emotional wellbeing: Identifying, talking about and understanding feelings of ourselves and others	Keeping safe and managing risk: Feeling safe	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying - see it, say it, stop it	Drug, alcohol and tobacco education: Making choices	Identity, society and equality: Stereotypes, discrimination and prejudice	Identity, society and equality: Human rights
		- Firework safety - Staying healthy: <del>hand</del> hand washing - Anti-bullying	- E-Safety: Computing - Anti-bullying	- E-Safety: Computing - Anti-bullying	- E-Safety: Computing - <del>Qo</del> Life: Healthy Living - Anti-bullying	- E-Safety: Computing - <del>Qo</del> Life: Healthy Living - Anti-bullying	- E-Safety: Computing - Animals Including Humans: Science - Anti-bullying	- E-Safety: Computing - Child exploitation - Anti-bullying
Spring 1	Keeping safe and managing risk: Developing confidence to try new activities	Mental health and emotional wellbeing: Identifying, talking about and understanding feelings of ourselves and others	Identity, society and equality: Me and others	Keeping safe and managing risk: Indoors and outdoors	Mental health and emotional wellbeing: Strengths and challenges	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: When things go wrong	Mental health and emotional wellbeing: Healthy minds
	- Consent - Good touch/bad touch - E-Safety - Children's Mental Health Week: Connections	- Consent - Good touch/bad touch - E-Safety - Children's Mental Health Week: Connections	- Consent - Good touch/bad touch - E-Safety: Computing - Children's Mental Health Week: Connections	- Consent - Good touch/bad touch - E-Safety: Computing - Children's Mental Health Week: Connections - Swearing	- Consent - Good touch/bad touch - E-Safety: Computing - Children's Mental Health Week: Connections	- Consent - Good touch/bad touch - E-Safety: Computing - Children's Mental Health Week: Connections	- Consent - Good touch/bad touch - E-Safety: Computing - Children's Mental Health Week: Connections	- Consent - Good touch/bad touch - E-Safety: Computing - PCSO: Knife crime - Children's Mental Health Week: Connections
Spring 2	Mental health and emotional wellbeing: Understand feelings of others	Identity, society and equality: Celebrating difference (India), festivals and celebrations	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Drug, alcohol and tobacco education: Medicines and me	Identity, society and equality: Celebrating difference	Keeping safe and managing risk: Playing safe	Mental health and emotional wellbeing: Dealing with feelings	Keeping safe and managing risk: Keeping safe - out and about
		- E-Safety - Anti-bullying	- E-Safety: Computing - Anti-bullying	- E-Safety: Computing - Anti-bullying	- E-Safety: Computing - Anti-bullying	- E-Safety: Computing - Anti-bullying	- E-Safety: Computing - Emotions & feelings - Anti-bullying	- E-Safety: Computing - Anti-bullying
Summer 1	Identity, society and equality: Turn taking and solving conflicts	Keeping safe and managing risk: Weather safety, playing safe, road safety, trip safety	Mental health and emotional wellbeing: Feelings	Sex and relationship education: Boys and girls, families	Careers, financial capability and economic wellbeing: Saving, spending and budgeting	Sex and relationship education: Growing up and changing	Drug, alcohol and tobacco education: Different influences	Sex and relationship education: Healthy relationships/how a baby is made
		Physical health and wellbeing: Healthy eating						
	- Consent - Good touch/bad touch - E-Safety	- Consent - Good touch/bad touch - E-Safety - Healthy eating - Recap school rules, transitions and routines	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing	- Consent - Good touch/bad touch - E-Safety: Computing - PCSO: Healthy relationships
Summer 2	Identity, society and equality: Transitions and new beginnings	Identity, society and equality: Transitions and new beginnings	Careers, financial capability and economic wellbeing: My money	Sex and relationship education: Boys and girls, families	Physical health and wellbeing: What helps me choose?	Sex and relationship education: Growing up and changing	Careers, financial capability and economic <u>well-being</u> : Borrowing and earning money	Sex and relationship education: Healthy relationships/how a baby is made

## Appendix E - Responding to Prejudice related incidents Procedure

### Introduction

At Hillside Primary School, the concept of inclusion is at the heart of all we do with our curriculum and school values of being 'Kind', 'Safe', and 'Brave' being guided by this belief.

Our Curriculum Intent states that:

We teach a knowledge rich curriculum underpinned by cognitive science, promoting community cohesion through an understanding of diversity and inclusion.

We teach an informative and preventative curriculum, giving our children the knowledge and skills to celebrate diversity and understand what prejudice is and why it is not acceptable. At Hillside we do not tolerate any form of prejudice, however we recognise that children are continuously learning and we therefore aim to always educate perpetrators in the first instant in order to develop their understanding of why their behaviour is not acceptable and how it affects others.

Any incident which is perceived to be prejudice-related must be investigated, but the most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a child because of their religion
- incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- cyber bullying

Why is a Prejudice-Related Incident treated differently to other forms of behaviour or bullying? There is a cross-over between prejudice related incidents and bullying, but they are also distinct: not all incidents of bullying will be prejudice-related incidents and not all prejudiced-related incidents will involve bullying. Whilst all forms of bullying can be incredibly damaging, there are some features of prejudice-related incidents which distinguish them from other incidents, and underpin the reasons why they deserve special attention:

A prejudice-related incident does not just impact on the individuals involved, but is an attack on someone as a representative of a community or group, which means the impact of the incident is felt

more widely, spreading fear and creating a hostile environment for other children and staff who share the same protected characteristic.

Prejudice-related incidents attack values which are core to someone's identity, impacting on the child or staff member's sense of self-worth.

A one-off prejudice-related incident has the potential to have the same impact as ongoing bullying as it may be part of a wider pattern of prejudicial behaviour experienced by the child or staff member in other parts of their life.

Perpetrators of prejudice-related incidents may be carrying around a sense of their own superiority and/or a fear of others. They may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a deep-seated intolerance and inability to value diversity.

Prejudice has an extremely long history of devastating lives and oppressing communities. Throughout society, prejudice leads to discrimination in employment and provision of services, and to hate crimes. It is vital that prejudicial attitudes are tackled at school when young people are developing their value systems and these attitudes can be most easily challenged and eradicated.

#### Guidelines for Dealing with Prejudice Related Incidents

The following guidelines are designed to aid staff members' dealing with prejudice-related incidents which occur between children, between staff, and between staff and children.

##### Immediate Action:

Treat the issue seriously - remember that someone's perception is their reality at the time and incidents should not be dismissed and ignored.

Respond immediately - acknowledge that the incident has happened, express disapproval at the prejudice-related behaviour and offer support to the victim of the incident.

Reinforce the school's position on discrimination and prejudice.

Focus on the perpetrator's behaviour, rather than the person, making sure that they know that the behaviour is not acceptable.

Ensure that witnesses know what behaviour is not acceptable and the reasons why. Investigation: • Inform relevant members of the senior management team and inform parents/carers if necessary.

Ensure that both perpetrator and target have a fair hearing and are given the opportunity separately to fully explain the incident, ensuring privacy for discussion, and using a calm and non-confrontational approach.

Address underlying issues, for example, an incident may not be prejudice-related in origin, instead it might be a dispute over resources in which prejudice-related abuse has been used; in which case the original issue should be resolved as well as the unacceptable behaviour that made it a prejudice-related incident.

Approach witnesses for written statements to inform the investigation.

Bring both parties together to give them a chance to be involved in resolving the situation.

Ensure that all parties understand what is being done to address the incident and the reasons behind this.

Ensure the prejudice is dealt with - this requires an ability to explain why the incident was prejudice-related if the investigation proves it to be. If the incident is proven not to be prejudice-related, ensure that the reasons why are explained to all parties involved.

Ensure that actions taken are in line with the relevant policies in place at the school.

Longer Term Response:

Agree follow up meetings with the perpetrator and target after an agreed time period, for example, one or two weeks, to inform them of further actions taken and provide opportunities for additional support if required.

Provide relevant training/programmes of education on prejudice and discrimination.

Give the perpetrator the opportunity to take responsibility for their actions and to take action to try to repair the harm that they have caused

Work with other agencies and the community to foster good relations within the school.

Share incident monitoring reports with staff to ensure relevant discussion and development of good practice.

Reinforce the school's position on equality and diversity

Targets and parents have a right to refer cases to the police and all parties have a right to appeal to the Governing Body.

Effectively Challenging Prejudicial Behaviours

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

Challenge the discriminatory behaviour, rather than the person

Labelling someone as, for example, 'a racist' or 'a homophobe' has the potential to inflame the situation and is not an effective or accurate approach. It is important that the focus is on the behaviour that has been displayed and that all involved know that it is this behaviour which is unacceptable and needs to change.

Make sure that you explain why the behaviour is unacceptable

If the child is just told that the behaviour is wrong and/or punished for it without understanding the reason why, it can just breed a sense of injustice and a feeling of not being understood.

Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour Perpetrators of prejudice-related incidents may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up fears from the media, or from family and peers. Let the perpetrator know that you understand why they might be feeling this way and try to address their underlying issues. Just dismissing their concerns or giving intellectual arguments as to why they are wrong has the potential to create bitterness, a feeling that they have not been listened to and to reinforce their prejudice and fear.

Use reasoning and enquiry questions to get the perpetrator to question their attitude/behaviour



Examples of reasoning questions: What are your reasons for saying that? Do you have any evidence?

Why do you think that is the case? How do you know?

Examples of enquiry questions:

Can you give an example/counterexample?

If you say that, does it follow that...?

Is that always the case or only sometimes?

What are the exceptions?

Are you saying exactly what you were saying before?

Speak with witnesses as well as the perpetrator(s)

It is important that all witnesses understand the reasons why the behaviour was unacceptable, so they understand why the perpetrator is being sanctioned and don't believe that the perpetrator has been treated unfairly. Perpetrators of prejudice-related incidents are often acting as a group or believe that they are acting on behalf of, and have the support of, a group, so it is important not to just focus on those obviously directly involved in the incident and further work to educate and create understanding should involve witnesses and the wider school community where possible.

Put educational programmes in place to deal with the underlying attitudes

Education rather than punishment is the most effective way of creating behavioural change and reducing the number of prejudice-related incidents in the school. Sometimes adults can feel trepidation about undertaking this work for fear of opening a can of worms or introducing ideas of prejudice where they did not previously exist. However, young people are usually bursting with questions about these issues and want to have an opportunity to speak about diversity and inclusion. If these questions are left unanswered, young people often come up with their own, inaccurate conclusions and can harbour prejudicial attitudes affecting themselves and others around them.

Recording Prejudice Related Incidents

Staff should complete a PRI form and discuss the incident with Miss Aleksandra Arkuszewska (DSL Lead). The incident will be actioned and recorded on My Concern. All actions and rationales will be recorded on My Concern.

Repeated incidents involving the same perpetrator and/or victim.

There may be occasions when a child needs additional education and support as a result of repeated incidents involving prejudice related behaviour. Each incident and repetition of incidents should be dealt with on a case by case basis, taking into consideration the child's age and the nature and frequency of the incidents; any SEND needs; previous schooling and child background, vulnerabilities in terms of contextual safeguarding and/or other safeguarding vulnerabilities.

Repeated incidents will be dealt with in conjunction with the procedures set out in the Anti-Bullying Policy as appropriate.

Victims of a prejudice related incident(s) will always be supported following an incident. This may include time with an Emotionally Available Adult (as indicated by the child); work with a Trauma Informed Schools Practitioner; Group or individual work with the ELSA team and support from outside agencies.

Interventions for repeat perpetrators may include the use of additional resources such as social stories; small group and whole class PSHE; Early Help; working with outside agencies including the PCSO team and Diversion.