

# **Aspirational Futures Multi Academy Trust**



## **Child Protection and Safeguarding Policy**

Aspirational Futures Multi Academy Trust Wide Policy

March 2025

### Document Control

Reviewed by:	Aspirational Futures Multi Academy Trust Board	Date: Sept 2023
Approved by:	Name: K Fielding Signed by: Chair of Board	Date: Sept 2023
Adopted by Academies:	Sept 2023	
Review:	Annually	
Next review due by:	Sept 2025	

### Document Information

	Information
Document Name	Aspirational Futures Multi Academy Trust Child Protection and Safeguarding Policy
Document Author	Steve Mitchell, Natalie Fairhurst
Document Approval	Board of Trustees
Document Status	Version 1.4
Publication Date	Sept 2023
Distribution	Website

### Version Control

Version	Issue Date	Amended By	Comments
1.0	Sept 2023	S Mitchell	New trust policy, based on the model provided by Lancashire County Council
1.1	Jan 2024	S Mitchell	Updated paragraph 22.6
1.2	Sept 2025	S Mitchell	Updated policy template based on The School Bus
1.3	Sept 2025	S Mitchell	Updated Statement of intent
1.4	March 2025	S Mitchell	Updated sections 23 and 24 (with new contacts)

## Contents

### [Statement of intent](#)

### [Definitions](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Multi-agency working](#)
4. [Early help](#)
5. [Abuse, neglect and exploitation](#)
6. [Specific safeguarding issues](#)
7. [Child-on-child abuse](#)
8. [Online safety and personal electronic devices](#)
9. [Consensual and non-consensual sharing of indecent images and videos](#)
10. [Context of safeguarding incidents](#)
11. [Pupils potentially at greater risk of harm](#)
12. [Use of the school premises for non-school activities](#)
13. [Alternative provision](#)
14. [Work experience](#)
15. [Homestay exchange visits](#)
16. [Concerns about pupils](#)
17. [Managing referrals](#)
18. [Concerns about school safeguarding practices](#)
19. [Safeguarding concerns and allegations of abuse against staff](#)
20. [Communication and confidentiality](#)
21. [Safer recruitment](#)
22. [Single central record \(SCR\)](#)
23. [Training](#)
24. [Safeguarding contacts at each school](#)

## **Statement of intent**

This policy statement should be read in conjunction with the local Safeguarding and Child Protection Policy of each individual trust school. The responsibility for implementation of the local Safeguarding and Child Protection Policy in each school lies with the Headteacher and Designated Safeguarding lead. The Board of Trustees has an oversight of this and ensures effective implementation. School policies are based on the model policies provided by Lancashire Local Authority.

Although Trustees have ultimate responsibility for safeguarding, operationally it is overseen by the Designated Safeguarding Lead who works alongside the Designated Safeguarding Leads within each trust school. Every school has Designated Safeguarding Leads and Deputy Designated Safeguarding Leads who take lead responsibility for safeguarding and child protection within their own school. They are clear about their role, have sufficient time and receive relevant support and training to carry out their duties.

Aspirational Futures Multi Academy Trust is committed to ensuring the actions we take keep children safe and protect them from harm in all aspects of their school life. The trust is committed to safeguarding and promoting the welfare of all our pupils. The actions that we take to prevent harm, to promote wellbeing, to create safe environments, to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the trust. We recognise our moral and statutory responsibility and make every effort to provide a safe environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

The key principles of this statement are as follows:

- Individual school policies, available on individual school websites, have been developed to ensure compliance with Section 175 of the Education Act 2002, Section 11 of the Children Act 2004, 'Working Together to Safeguard Children 2018, 2023 and 'Keeping Children Safe in Education 2024.
- All schools follow the advice contained in the guidance 'What to do if you are worried that a child is being abused 2015.'
- All schools follow their local Safeguarding Children Partnership interagency policies and procedures and Information Sharing Agreement.
- All schools complete their local Annual Safeguarding Audit which should then be made available to the Local Authority and the trust.
- The trust has a Safeguarding Trustee who reports and provides feedback at meetings. All trustees and local governors complete Strategic Safeguarding Training.
- The Safeguarding Trustee and Trust Designated Safeguarding Lead meet regularly with the schools' Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads to ensure compliance.
- The Designated Safeguarding Lead (DSL) must complete annual relevant Safeguarding Training.
- Schools will robustly follow their Local Authority Escalation Procedure if they have concerns about the management of a case by their Children's Social Care. This policy works in conjunction with other relevant policies all which safeguard the interests and welfare of

children for example, Safer Recruitment, Anti-Bullying, Whistleblowing, Health and Safety, Special Educational Needs and Disability. All policies are reviewed regularly and updated more frequently if national guidance requires.

- In order to implement this policy successfully every employee must take an active role to support this Policy Statement and to co-operate fully and support Aspirational Futures Multi Academy Trust in its efforts to keep children safe.

The effectiveness of this Policy Statement and arrangements will be reviewed annually by the Board of Trustees.

The details of each school's Designated Safeguarding Lead (DSL) and Deputy DSLs can be found on their respective school websites and at the end of this document.

Each school has its own Child Protection and Safeguarding Policy, which will be reviewed and updated by the school's headteacher and DSL.

Please refer to the following links for each school's policy.

- [Balshaw Lane Primary School](#)
- [Gillibrand Primary School](#)
- [Highfield Community Primary School](#)
- [Parklands High School](#)
- [Walton le Dale High School](#)

## 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:

- 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.

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 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**”, and collectively called “**youth-produced sexual imagery**” is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

“**Deep fakes**” and “**deep nudes**” refer to digitally manipulated and AI-generated nudes and semi-nudes.

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

Indecent images also include indecent “**pseudo-images**”, which are images that have been created or manipulated using computer software and/or AI.

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.



## 1. Legal framework

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

### Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- 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

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- 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'

### Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

- DfE (2021) 'Teachers' Standards'
- 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'

This policy operates in conjunction with the following school policies and documents:

- Anti-bullying Policy
- Online Safety Policy
- Cyber-security Policy
- Data Protection Policy
- Records Management Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Staff Code of Conduct
- Behaviour Policy

## **2. Roles and responsibilities**

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a child-centred approach
- Contribute to, and maintain a high safeguarding ethos within the setting, with safeguarding pupils at the forefront of practice, at all times
- Ensure ALL children have opportunities to communicate and know that they are listened to and understood
- Contribute to providing a curriculum which will equip all children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- Establish effective, supportive, and positive relationships with parents, carers, pupils and other professionals
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Be proactive to provide a safe and secure environment in which pupils can learn
- Be prepared to identify pupils or families who may benefit from early help
- Be aware of the school's individual procedures that support safeguarding, including all policies, internal reporting procedures, information and engage with training provided
- Be aware of the role and identity of the DSL and deputy DSLs and seek them for advice if required
- Undertake safeguarding training, including online safety training, during induction and subsequently on a regular basis (at least annually), (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring) including receiving bulletins, emails and briefings. Staff should undertake Prevent awareness training at least every two years
- 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 Children's Social Care, understanding that anyone can make a referral
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected, in a timely manner
- 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.
- 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, sharing indecent images, extremist behaviours and other signs that pupils may be at risk of harm
- Be fully aware of the importance of mental health in relation to safeguarding and that all staff should also be 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.
- 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.
- Understand the process for reporting concerns over professional adults.

Teachers, including the headteacher, 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'
- Report, by law, any disclosures of FGM to the police.

The board of trustees and local governing board have a duty to:

- Take strategic leadership responsibility for the trust's safeguarding arrangements
- Ensure that each school complies with its duties under the above child protection and safeguarding legislation
- Ensure that all trustees and governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly
- Ensure that staff read, understand and follow part one and Annex B of KCSIE September 2024
- Ensure a named trustee and local governor on each board takes leadership responsibility for safeguarding arrangements and receives appropriate training in the management of safeguarding
- Attend Prevent training at least every two years
- Appoint an appropriate member of staff from the SLT to the role of DSL and one or more deputy DSLs to provide support and ensure that they are trained to the same standard as the DSL ensuring that the roles are explicit in their job description(s). Ensure the provision of appropriate support, funding, training, resources, and time to carry out their role
- Support and monitor a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and ethos remains consistently high
- Ensure systems are in place so that children can 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 the voice of the child is heard and acted upon.

- Ensure effective and appropriate policies and procedures are in place
- Make sure that pupils are taught about safeguarding, that safeguarding is embedded with the curriculum, 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
- Ensure each school 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
- Ensure that at least one person on any recruitment panel has undertaken safer recruitment training
- Ensure that all staff receive relevant safeguarding and child protection training updates, including online safety and expectations and responsibilities relating to filtering and monitoring systems e.g. emails, as required, but at least annually, including a thorough induction
- Confirm that there are transparent procedures in place to handle allegations against staff, supply staff, volunteers and contractors, including when the school premises are let out to a third party
- 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
- 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.
- Appoint a designated teacher to promote the educational achievement of CLA and ensure that this person has undergone appropriate training
- Ensure that the appropriate level of check is completed on trustees and governors
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Understand that online safeguarding is an interrelated and running theme through safeguarding practice. Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place and regularly review their effectiveness, understanding those children that are potentially at greater risk of harm, along with the proportionality of costs versus safeguarding risks.
- 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 escalation in the future
- Ensure staff in each school are aware of, and policies are personalised to reflect, an understanding of specific issues such as child-on-child abuse and safeguarding children with disabilities and special educational needs

- Partake and complete the S175/175 audit tool on a two yearly cycle (at least) as directed by the Local Authority
- 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.
- Ensure that all practice and procedures operate with the best interests of the child at the centre with a firm child centred approach.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take 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.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- 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.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- 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 senior mental health lead and, where available, the mental health support team, 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 headteacher 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 school 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.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- 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.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the headteacher and local governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- 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.

The designated teacher has a responsibility for promoting the educational achievement of LAC and 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.

### **3. Multi agency working**

The trust contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Further details on [www.safeguardingpartnership.org.uk](http://www.safeguardingpartnership.org.uk).

The trust will be fully engaged, involved, and share information with local safeguarding arrangements. Once the school 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 school will work with the Children & Family Wellbeing Team, CSC, the Police, health services and other relevant partners and agencies for the benefit of families and children ensuring contribution to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The trust also recognises the particular importance of inter-agency working in identifying and preventing CSE and CCE.

### **Information sharing**

The trust recognises the importance of proactive information sharing between professionals and local agencies in order 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 be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding.

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 DSL(s).

#### **4. Early help**

Early help means providing support as soon as the need emerges, at any point in a child's life. Staff in the trust recognise that any professional can provide early help. Our teams of pastoral staff lead on looking at whether an Early Help Assessment is required to support the student and their family. Any pupil or family may benefit from early help, but staff will be alert to the potential need specifically 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 antisocial 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
- Are misusing drugs or alcohol
- Have family members in prison, or are affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Have returned home to their family from care
- Have family members in custody or are affected by parental offending.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are displaying harmful sexual behaviours which may pose a risk to other children and themselves
- Are persistently absent from education, including persistent absences for part of the school day
- Show any other early signs of abuse, neglect any other identified reason not listed above that requires extra support or intervention to improve outcomes for families and children.

The trust 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 DSL.

The DSL and pastoral staff will take the lead where early help is appropriate and consent has been gained. 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 to help provide the right, effective support at the right time. [Early Help Assessment - information for professionals - Lancashire County Council](#)

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 assessing the impact of the support.

We therefore ensure that:

- All staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and can follow school procedures to share this with the DSL
- The pastoral staff will undertake a Family Early Help Assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where it is appropriate for them to do so
- DSLs will follow the local safeguarding processes and refer to [Working Well with Children and Families in Lancashire](#) guidance using the Continuum of Need.

## **5. Abuse, 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 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 understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will 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.

## **6. Specific safeguarding issues**

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

## 7. Child-on-child abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

The trust has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding 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 be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- 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.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

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.

## **8. Online safety and personal electronic devices**

The trust will adhere to the Online Safety Policy at all times.

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 trust 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. Each 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 internet use.

The school 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 and Photography and Images Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are 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.

## **9. Consensual and non-consensual sharing of indecent images and videos**

The trust 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.

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes apply to digitally manipulated and AI-generated imagery.

When 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. The DSL will work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

## **10. Context of safeguarding incidents**

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy 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 school will provide as much contextual information as possible when making referrals to CSCS.

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

The trust 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**

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 board of trustees 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 made 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.

## **12. Use of school premises for non-school activities**

Where a school hires or rents out facilities or the school 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 school will refer to the DfE's [guidance](#) on keeping children safe in out-of-school settings in these circumstances.

Where the trust 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 board of trustees will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The board of trustees will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The board of trustees 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 school 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.

## **13. Alternative provision**

The trust 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.

#### **14. Work experience**

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

#### **15. Homestay exchange visits**

##### **School-arranged homestays in UK**

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

##### **School-arranged homestays abroad**

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

##### **Privately arranged homestays**

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

##### **Private fostering**



Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

## **16. 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 the DSL or deputy DSLs.

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 the DSL, or deputy 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.

Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the 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, the 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 the DSL and kept securely.

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 school will ensure that the pupil's wishes are always taken into account, 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.

The school will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or wellbeing.

### **17. Managing referrals**

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL 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 DSL 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 DSL 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 school 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 school 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 school agrees with this decision, the school 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 school 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.

### **18. Concerns about school safeguarding practices**

Any concerns regarding the safeguarding practices at the school 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).

## **19. Safeguarding concerns and allegations of abuse against staff**

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the trust's Allegations of Abuse Against Staff Policy, a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. 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.

Low-level concerns will be handled in line with the schools' Low-level Safeguarding Concerns Policy.

## **20. Communication and confidentiality**

When recording, holding, using and sharing information, the DSL 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 school 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 school 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 school 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 school 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.

## **21. Safer recruitment**

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 board of trustees 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 governors, volunteers, and contractors.

## **Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, 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 trust will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

## **22. 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 school.

The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.

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 school'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 trust 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.

### **23. Training**

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

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behaviour Policy.
- 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 and deputy DSLs.

All staff members will also 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 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 school.

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs 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.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole-school approach to safeguarding and wider staff training and curriculum planning.

Staff members will be supported with their understanding of safeguarding issues and how to deal with them from their induction and throughout their time at the school. Staff members will be encouraged to participate in additional CPD alongside mandatory safeguarding training activities.

## 24. Safeguarding contacts for the trust

Trust Designated Safeguarding Lead	Safeguarding Trustee
Andrea Jolly ( <a href="mailto:trustdsl@aspirationalfutures.co.uk">trustdsl@aspirationalfutures.co.uk</a> )	Keith Fielding ( <a href="mailto:kfielding@aspirationalfutures.co.uk">kfielding@aspirationalfutures.co.uk</a> )

### Balshaw Lane Primary School

Role	Name & role	Contact details
DSL	Catherine Hodgson	<a href="mailto:head@balshawlane.co.uk">head@balshawlane.co.uk</a>
Deputy DSL	Will Woodrow Anna Wildig Janet Fairclough	<a href="mailto:wwoodrow@balshawlane.co.uk">wwoodrow@balshawlane.co.uk</a> <a href="mailto:awildig@balshawlane.co.uk">awildig@balshawlane.co.uk</a> <a href="mailto:jfairclough@balshawlane.co.uk">jfairclough@balshawlane.co.uk</a>
Safeguarding governor	Jade Gibson	<a href="mailto:jgibson@balshawlane.co.uk">jgibson@balshawlane.co.uk</a>

### Gillibrand Primary School

Role	Name & role	Contact details
DSL	Hannah Clark	<a href="mailto:head@gillibrandprimary.co.uk">head@gillibrandprimary.co.uk</a>
Deputy DSL	Ben Thomas Alice Warren Rachel Atkins	<a href="mailto:bthomas@gillibrandprimary.co.uk">bthomas@gillibrandprimary.co.uk</a> <a href="mailto:awarren@gillibrandprimary.co.uk">awarren@gillibrandprimary.co.uk</a> <a href="mailto:ratkins@gillibrandprimary.co.uk">ratkins@gillibrandprimary.co.uk</a>
Safeguarding governor	Tom Jowett	<a href="mailto:tjowett@gillibrandprimary.co.uk">tjowett@gillibrandprimary.co.uk</a>

### Highfield Community Primary School

Role	Name & role	Contact details
DSL	Andrew Proctor	<a href="mailto:head@highfieldcps.co.uk">head@highfieldcps.co.uk</a>
Deputy DSL	Andrea Jolly Christopher Taylor Lindsey Hackett	<a href="mailto:ajolly@highfieldcps.co.uk">ajolly@highfieldcps.co.uk</a> <a href="mailto:ctaylor@highfieldcps.co.uk">ctaylor@highfieldcps.co.uk</a> <a href="mailto:senco@highfieldcps.co.uk">senco@highfieldcps.co.uk</a>
Safeguarding governor	Louisa Carter-Davies	<a href="mailto:lcarter-davies@highfieldcps.co.uk">lcarter-davies@highfieldcps.co.uk</a>



### Parklands High School

Role	Name & role	Contact details
DSL	Natalie Fairhurst	<a href="mailto:nfairhurst@parklandsacademy.co.uk">nfairhurst@parklandsacademy.co.uk</a>
Deputy DSL	Sara Haslam Gillian Aspinall	<a href="mailto:shaslam@parklandsacademy.co.uk">shaslam@parklandsacademy.co.uk</a> <a href="mailto:gaspinall@parklandsacademy.co.uk">gaspinall@parklandsacademy.co.uk</a>
Safeguarding governor	Kelly Illingworth-Smith	<a href="mailto:killingworth-smith@parklandsacademy.co.uk">killingworth-smith@parklandsacademy.co.uk</a>

### Walton le Dale High School

Role	Name & role	Contact details
DSL	Paula Wall	<a href="mailto:pwall@wldhigh.co.uk">pwall@wldhigh.co.uk</a>
Deputy DSL	Emma Bailey Jo Meadowcroft Caitlin Fox Nick Samuel James Gardner Jackie King Rebecca Sweeney Helen Myerscough	<a href="mailto:ebailey@wldhigh.co.uk">ebailey@wldhigh.co.uk</a> <a href="mailto:jmeadowcroft@wldhigh.co.uk">jmeadowcroft@wldhigh.co.uk</a> <a href="mailto:cfox@wldhigh.co.uk">cfox@wldhigh.co.uk</a> <a href="mailto:nsamuel@wldhigh.co.uk">nsamuel@wldhigh.co.uk</a> <a href="mailto:jgardner@wldhigh.co.uk">jgardner@wldhigh.co.uk</a> <a href="mailto:jking@wldhigh.co.uk">jking@wldhigh.co.uk</a> <a href="mailto:rsweeney@wldhigh.co.uk">rsweeney@wldhigh.co.uk</a> <a href="mailto:hmyerscough@wldhigh.co.uk">hmyerscough@wldhigh.co.uk</a>
Safeguarding governor	Mr P Shuttleworth	<a href="mailto:pshuttleworth@wldhigh.co.uk">pshuttleworth@wldhigh.co.uk</a>