

South Shore Academy

Child Protection & Safeguarding Policy



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Key Staff	
Full name of School	South Shore Academy
Designated safeguarding lead	Danny Mulholland
Deputy designated safeguarding lead(s)	Andrew Monk, Karen Lewis, Victoria McCullion & Sharon Senior
Designated Safeguarding Persons	Anne-Marie Felton Tammy Martin Katie Lees Nicola Miller Shavaughan Morrissey
Designated teacher for looking after children.	Karen Lewis
Homelessness Liaison Officer	Danny Mulholland
Lead governor for safeguarding and child protection.	Cherryl Drabble
Filtering and Monitoring SLT Lead	Danny Mulholland

Names and contacts:

Main Office, 01253 336500

Danny Mulholland is the Designated Safeguarding Lead (DSL): Danny.Mulholland@cidari.co.uk

Andrew Monk is the Deputy DSL: Andrew.Monk@cidari.co.uk

Headteacher on 01253 336500

Social Care: 01253 477299

Vision:

At South Shore Academy (SSA), we are deeply committed to safeguarding and promoting the welfare of all children, anchoring this commitment firmly within the foundation of our school's ethos and daily operations. This dedication is not only a response to the statutory duty outlined in Section 175 of the Education Act 2002 but also a reflection of our intrinsic desire to foster a safe, nurturing environment where every child is empowered to flourish.

We firmly believe in the inherent right of every child to feel safe and be protected from physical, sexual, emotional abuse, and neglect. It is a shared responsibility that binds our entire SSA community together—every teacher, staff member, parent, and guardian plays a vital role in turning this belief into a reality. Together, we work tirelessly to ensure that every child in our care receives the protection, respect, and care they undoubtedly deserve.

Through our safeguarding policies and practices, we aim to embody these values, ensuring that every child at SSA is seen, heard, and valued. Our vision is to not only protect but to also empower our children, enabling them to grow with confidence, dignity, and a sense of belonging within a community that cherishes their well-being above all.

Scope of our Commitment:

Safeguarding encompasses child protection, safer recruitment, managing allegations against staff, as well as our approach to the Keeping Children Safe in Blackpool process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from the academy and our response to the use of technology and our health and safety procedures. These are documented in separate policies. We have a clear commitment to supporting the child. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

Child Protection Procedures:

Please see this policy, the school website or the staff drive for safeguarding policy and procedures.

Blackpool Child Protection Procedures

The Pan-Lancashire Child Protection Procedures:

<http://proceduresonline.com/panlancs/scb/>

1. When staff receive a disclosure or notice that something has led them to suspect that abuse may have taken place, the information is recorded in writing and sent to CPOMMS.

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs, then the staff member has a duty to report the concern onto CPOMMS. The DSP/DDSL/DSL will ensure that the concern is recorded appropriately and advise the member of staff reporting the concern on any further actions they may need to take.

If you feel as if the child is in imminent danger, you must report to CPOMMS, highlighting the urgency **and speak to the DSL or one of the DDSLs immediately by pushing the urgent on-call button on class charts or finding them in person.**

If a staff member has a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance, or basic needs, the staff member has a duty to record the concern on CPOMMS and discuss it with the DSP/DDSL/DSL as soon as possible that day. Any follow-up action must be recorded by the person undertaking the action on CPOMMS.

When technology is involved, we retain the evidence provided by the young person and/or their family (e.g. screenshots/emails/text messages) and use it to support the CPOMMS log.

However, we do not search family mobile phones or computers to gain further information. Instead, we seek advice from the Police via the Public Protection and Investigation Unit (01253 604080) about gathering evidence.

2. When Level 3/4 concerns are raised the DDSL follows the procedures endorsed by Blackpool's Local Safeguarding Children Board. **Action must be taken within the same working day and as early as possible.**

3. Where abuse is suspected, a referral will be made to Social Care (01253 477299), which is directed by the DSL/DDSL. The expectation is that a verbal referral will be supported in writing, usually by the completion of the form Keeping Children Safe in Blackpool, in line with local procedures. The supporting documentation should be e-mailed or faxed to the duty team on (01253 477009), which will decide the outcome of the referral.

The content of the referral will be discussed with parents/carers where appropriate. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers will not be told that a referral is being made if sexual abuse or fabricated illness is suspected. Staff **must not** discuss any issues with parents/carers unless they are told to do so by the designated staff.

Social Care will then lead the process, which could involve the children going onto child protection plans or being assessed by the Early Assessment Team. If a referral is passed to The Early Assessment Team, they will determine the best course of action and which professionals are best placed to deal with the issues.

CRITICAL RULE: NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

NO CHILD SHOULD BE TOUCHED, CHECKED OR EXAMINED unless directed by Social Care and carried out by at least two members of staff, one of whom must be from the Designated Team.

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence. Staff must cooperate with those investigating abuse following a referral. It will be their responsibility to ensure that parents/carers are fully informed about the investigation.

Throughout this process, the Designated Team can seek advice from:

- Social Care (01253 477299) – (may need to speak to the Senior Practitioner/Duty Social Worker)
- The Safeguarding Board/LADO (01253 477541) in relation to allegations.

Training and Support

All DSLs and DSPs receive Level 3 safeguarding training annually. All staff, including new staff, must complete online Level One Safeguarding training. All members of staff are trained in Blackpool Safeguarding Child Protection as part of their induction process and continued professional development.

In compliance with KCSIE 2026, **all staff members, including those not working directly with children, must read Part One of Keeping Children Safe in Education 2026 in its entirety.** The academy updates its induction checklists and maintains robust written records of staff confirmation indicating they have read and understood Part One.

A record of staff training is kept within the academy, which identifies who has attended training and the content of the session. A set of the most recent training materials is available for all academy staff in the academy on the shared staff folders. Training, including Safer Recruitment, is also provided online

Filtering and Monitoring Systems

Our academy implements robust IT filtering and monitoring infrastructures to keep pupils safe online.

- **Accountability:** Our filtering and monitoring systems are reviewed at least once every academic year by our designated SLT lead, Danny Mulholland, supported by the DSL and internal IT support teams.
- **Schedule:** The comprehensive infrastructure review takes place each July to ensure systems are fully optimized before the start of the subsequent academic year.
- **Access:** Access to monitoring reports is strictly documented and restricted to the Senior Leadership Team, the IT Network Manager, and the DSL team.
- **Action Pathways:** Any safeguarding alert generated via our automated monitoring software is instantly flagged to the DSL team, tracked through CPOMMS, and cross-referenced with our Acceptable Use Policies and Behaviour Policy for swift intervention.

Generative AI and Safeguarding

In line with modern regulatory frameworks, South Shore Academy establishes proactive measures regarding the safe and ethical educational use of Generative AI tools.

- **Risk Profile:** Staff and students are trained to navigate risks associated with AI, including inappropriate content generation, deepfakes, data protection/privacy exposure, and ethical concerns.
- **Harm Identification:** We explicitly recognize that AI can be leveraged maliciously to harm children (e.g., generating synthetic explicit imagery or target-based bullying material). Any such actions prompt an immediate safeguarding intervention.
- **Acceptable Use Alignment:** All utilization of AI systems on school networks must adhere strictly to the constraints outlined in our Staff and Pupil Acceptable Use Policies.

Early Support & Family Help

Policy Statement

SSA is fully committed to multi-agency working to ensure that early interventions are coordinated, effective, and protective. In accordance with updated national frameworks, we distinguish between standard early assistance and intensive intervention levels to deliver targeted support matching each family's precise needs.

Categorisation of Support Levels

The academy recognises and implements the explicit statutory distinction between two distinct tiers of early intervention:

1. **Universal Services and Community-Based Early Help:** Lower-level, preventative support frameworks accessed within the community or school ecosystem to assist children and families showing emergent or mild welfare vulnerabilities.
2. **Targeted Family Help:** Coordinated, intensive, and multi-agency interventions overseen by a lead professional. This level is designed for families facing entrenched, complex, or multi-faceted challenges requiring structured statutory support.

Approach

Identification and Assessment: Staff are trained to recognise when a child requires additional support beyond universal education provisions. When emergent vulnerabilities are identified, the DDSL or DSL will discuss concerns transparently with parents or carers, review current safeguarding profiles, and determine the appropriate level of intervention required.

The Family Help Pathway: Where a case escalates to the level of Targeted Family Help, the safeguarding team will complete the local multi-agency process and formally submit the documentation to the Blackpool Family Help/Early Assessment Team for coordinated multi-agency tier allocation.

Multi-Agency Case Management: The pastoral and safeguarding teams continue to provide intensive support throughout this process. The DDSL or DSL will regularly convene, chair, or actively participate in Team Around the Family (TAF) meetings with relevant external agencies and family members to monitor progress and target resources effectively.

Engagement Framework: All work within our early help structures is conducted with the full knowledge, support, and engagement of parents and carers. Where parents or carers are unwilling to engage in a vital early help process, the DSL will immediately call a multi-agency professional meeting to assess the impact on the child's welfare.

Escalation to Child Protection: The safeguarding team will continuously monitor the child's development, progress, and safety. If the coordinated Family Help intervention fails to reduce risks or if indicators of significant harm emerge, the school will immediately escalate the issue to the level of a formal Child Protection referral.

Where it is deemed that children require additional support, the DDSL/DSL will discuss concerns with parents/carers, complete or update the local framework documents, submit referrals to the Family Help/Early Assessment Team for appropriate tier scoping, and convene Team Around the Family (TAF) meetings. All work is conducted with the support and full knowledge of our parents/carers unless exceptional risk thresholds are triggered.

Staff Identification Triggers

Staff should consider initiating early help when they observe:

Academic/Attendance Indicators:

- Persistent absence or patterns of lateness without clear explanation
- Sudden decline in academic performance or engagement

- Incomplete homework or lack of basic equipment

Behavioural/Emotional Indicators:

- Uncharacteristic aggression, withdrawal, or anxiety
- Signs of low self-esteem or self-harm
- Difficulty regulating emotions or forming peer relationships

Physical/Health Indicators:

- Poor hygiene or inappropriate clothing for weather
- Appearing hungry or tired
- Untreated medical or dental issues

Family Circumstances:

- Parental mental health, substance misuse, or domestic abuse concerns
- Housing instability or financial hardship
- Young carer responsibilities affecting school life
- Bereavement or family breakdown

When any of these indicators are identified, staff must record the concern on CPOMMS and discuss with the DSL/DDSL to determine whether early help or statutory intervention is required.

Information for Parents/Carers

It is made very clear to all parents/carers that all our staff are legally obliged to follow up any concerns they may have around child protection. A statement to this effect will be included in the academy prospectus and on our website. We also display our commitment to safeguarding in our entrances.

Confidentiality/Records

We comply strictly with data protection legislation, which collectively encompasses the **Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025**.

All child protection records are kept in a locked cabinet inside a locked room, or within secure, encrypted digital formats accessible only by the DSL/DDSLs. Safeguarding files are not to be removed from their designated environment without strict authorization.

When a child leaves our academy, their child protection records are sent to the receiving school separately from the child's other academy records. A receipt form is completed upon delivery of child protection records, which are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received, we will retain the file indefinitely. We would inform the Pupil Welfare Service via a password-protected email supported either by phone or a Pupil Welfare Referral form that the child was no longer at our academy, just as we would for all children who are either missing from the academy with no explanation for ten consecutive days or earlier if there is a cause for concern. We follow the joint protocol. 'Children and young people who run away or go missing from home or care' – see BSCB online

Information Sharing

Policy Statement

SSA recognises that effective safeguarding requires timely and appropriate information sharing between professionals and agencies. We are committed to sharing information lawfully, ethically, and in the best interests of children.

Legal Framework

Our information sharing practices comply with:

- Data Protection Act 2018 and UK GDPR
- Data (Use and Access) Act 2025
- Working Together to Safeguard Children 2023
- KCSIE 2026

When Information Can Be Shared Without Consent

Safeguarding Overrides Confidentiality:

Staff must understand that:

- The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children
- Where there are concerns about a child's safety or welfare, the DSL will share information with children's social care, police, and other relevant agencies even without parental consent if:
 - Seeking consent would place the child at increased risk of significant harm
 - Seeking consent would prejudice a criminal investigation
 - It is not practical to seek consent
 - The child's safety requires urgent action

Information Sharing with Multi-Agency Partners

The DSL will share relevant safeguarding information with:

- Children's Social Care (referrals and ongoing case management)
- Police (criminal investigations, missing children, Prevent referrals)
- Health services (school nurse, CAMHS, GPs where appropriate)
- Virtual School Heads (for LAC/PLAC)
- Other schools (when children transfer, including safeguarding files)
- Local safeguarding partners (for audits, serious case reviews)

All information sharing is:

- Necessary and proportionate
- Relevant and adequate
- Accurate and up-to-date
- Shared securely (password-protected emails, secure file transfer)
- Recorded on CPOMMS with clear rationale

Information Sharing with Parents/Carers

We aim to work in partnership with parents/carers and will normally seek to discuss concerns with them and seek consent before making referrals to external agencies. However, we will not discuss concerns with parents/carers where doing so may:

- Place the child at increased risk of significant harm
- Prejudice a criminal investigation
- Lead to intimidation of a potential witness

Staff Responsibilities

All staff must:

- Share safeguarding concerns with the DSL immediately
- Not promise confidentiality to children or parents
- Not discuss safeguarding concerns with colleagues unless necessary for the child's protection
- Follow secure information handling procedures

Abuse, bullying and Sexual Harassment

Policy Statement

SSA recognises that abuse, bullying and sexual harassment undermine the safety and well-being of students. We enforce a zero-tolerance stance against all forms of gender-based or sexualised misconduct. We recognise that abuse can be motivated by **misogyny or misandry**, and we address both forms of gender-based prejudice proactively within our safeguarding responses.

The Progressive Continuum Approach

Our safeguarding framework treats child-on-child abuse not as isolated incidents, but along a clear, progressive continuum spanning from Harmful Sexual Behaviour (HSB) up to severe sexual violence. Staff are trained to intervene early against seemingly minor infractions (e.g., "banter" or inappropriate remarks) to prevent behaviours from escalating into severe, violent patterns.

Harmful Sexual Behaviour (HSB)

- **Victim-Centric Awareness:** We recognise that a child displaying HSB may be an indication that they are a victim of abuse themselves within or outside the school context.
- **Developmental Context:** Staff use integrated NSPCC resources regarding the typical stages of sexual development to map behaviours accurately against healthy parameters.
- **Consent Definitions:** Our training expands on explicit, legally aligned consent definitions, ensuring students understand choice, coercion, and power imbalances.

Misogyny and Misandry

Policy Statement

SSA recognises that abuse, harassment, and bullying can be explicitly motivated by gender-based prejudice. This policy outlines our commitment to identifying, preventing, and responding to all forms of misogyny (prejudice against girls/women) and misandry (prejudice against boys/men). We enforce a zero-tolerance stance against gender-based hostility, ensuring that all such biases are addressed directly as core safeguarding issues rather than being minimised as harmless peer-to-peer banter.

Scope of Abuse

Misogyny and misandry at SSA include, but are not limited to, gender-targeted bullying, sexual harassment, verbal degradation, objectification, and the enforcement of harmful gender stereotypes that threaten a student's safety, dignity, or mental well-being. We recognise that these prejudices can overlap with online harassment and the digital sharing of harmful content, and we address both forms of gender-based prejudice in our safeguarding responses.

Approach

Preventative Measures: SSA actively incorporates gender equality, mutual respect, and the deconstruction of toxic stereotyping into our personal development, RSE, and PSHE curriculums. By promoting an inclusive culture that celebrates diversity, we aim to educate students on the harmful impacts of gender hostility and foster a school community built on empathy and tolerance.

Identification and Reporting: Staff members are trained to remain vigilant to signs of gender-targeted abuse, including disparaging language, exclusionary behaviour, and digital harassment. All staff are required to log any identified concerns or disclosures on CPOMMS,

ensuring that gender-motivated prejudice is tracked and monitored by the safeguarding team.

Response to Incidents: Incidents driven by misogyny or misandry are handled swiftly in line with our standard child-on-child abuse and behaviour procedures. The safeguarding team will assess the specific context of the behaviour, ensuring that the safety and emotional welfare of the victim are prioritised while initiating a robust disciplinary and intervention pathway for the perpetrator.

Support for Victims and Perpetrators: SSA provides comprehensive pastoral and therapeutic support tailored to the needs of students targeted by gender-based hostility. Concurrently, perpetrators are required to engage with targeted educational modules and support work through our Behaviour curriculum to challenge their underlying prejudices and prevent future incidents

Bullying and Child-on-Child Abuse:

Policy Statement

SSA recognises that bullying is a form of child-on-child abuse that undermines the safety and well-being of students. We are committed to creating a secure and respectful environment where all forms of bullying and abuse are recognised as unacceptable behaviours. This policy sets forth our comprehensive approach to prevent, identify, and address bullying and child-on-child abuse, ensuring effective communication with students' families throughout the process.

Definition

Bullying involves repeated, intentional harm to another individual or group, physically, verbally, or emotionally. Child-on-child abuse extends beyond bullying to include sexual bullying, physical and sexual assaults, and other forms of exploitation. Both bullying and child-on-child abuse can significantly impact a child's health, development, and education.

Implementation

Preventative Measures: Our approach includes education on empathy, kindness, digital citizenship, and respect for diversity to prevent bullying and child-on-child abuse. The curriculum and school activities are designed to foster a culture of mutual respect where students feel safe and respected.

Identification and Reporting: Staff, students, and parents/carers are encouraged to report any concerns about bullying or child-on-child abuse directly to the school and Safeguarding team. All staff are trained to recognise signs of such behaviours and understand the importance of swift and sensitive intervention.

Response to Incidents: Incidents are investigated promptly, with actions tailored to the specific situation. Our response aims to support the victim, address the behaviour of the perpetrator, and ensure the safety of the school environment. All actions taken are in line with our safeguarding procedures and prioritise the well-being of the children involved.

Support and Communication: Victims and perpetrators receive appropriate support, including counselling referrals if needed and interventions to address their behaviour and underlying issues. Consistent and open communication with the families of all students involved is a key part of our approach, ensuring that parents/carers are informed and involved in the resolution process.

Child-on-Child Abuse:

Policy Statement

SSA recognises that children may be harmed by other children or young people. This policy outlines our commitment to identifying, preventing, and responding to all forms of child-on-child abuse, including bullying, sexual violence, and harassment. We are dedicated to creating a safe and supportive environment where such behaviours are recognised as unacceptable and are addressed promptly and effectively.

Scope of Abuse

Child-on-child abuse at SSA includes but is not limited to, bullying, sexual bullying, coercion to send sexual images, physical and sexual assaults, child sexual exploitation, teenage relationship abuse, and gang-related vulnerabilities. We understand the serious impact these actions can have on both the victims and the perpetrators and the importance of addressing them as safeguarding concerns rather than dismissing them as 'part of growing up' or mere 'banter'.

Approach

Preventative Measures: SSA implements various safeguards, including our anti-bullying policy, to reduce the likelihood of child-on-child abuse. Our curriculum is designed to educate students about respect, consent, and healthy relationships, aiming to foster a culture of mutual respect and tolerance.

Identification and Reporting: All staff members are trained to identify signs of child-on-child abuse and are required to report any concerns to the Designated Safeguarding Lead (DSL) following our safeguarding procedures. The school is alert to the indicators of abuse and the complex dynamics that can contribute to it, including the influence of peer relationships and environmental factors.

Response to Incidents: Incidents of child-on-child abuse are dealt with in line with our safeguarding procedures. This includes assessing the needs and risks associated with both the victim and the alleged perpetrator, taking into account the nature and context of the abusive behaviours and any underlying needs or risks to the young person displaying harmful behaviour.

Support for Victims and Perpetrators: SSA is committed to supporting all students involved in

incidents of child-on-child abuse. This includes providing appropriate support and interventions based on the individual needs of the victims and addressing the underlying issues contributing to the perpetrator's behaviour. Our approach is holistic, recognising that alleged perpetrators may also have unmet needs and may pose a risk to others. Perpetrators of Child on Child will also do support work through our Behaviour curriculum, completing relevant modules and pastoral sessions to prevent future incidents.

Immediate Response Procedures

When a peer-on-peer abuse incident is reported or witnessed, staff must follow these steps:

Step 1: Immediate Safety (Within minutes)

- Ensure the victim is safe and away from the alleged perpetrator
- Provide immediate emotional support and reassurance
- Do not leave the victim alone if distressed

Step 2: Report to DSL (Same day – immediately if urgent)

- Record the incident on CPOMMS with full details
- If urgent (physical harm, sexual violence, weapon involved), push the urgent on-call button on Class Charts or find the DSL/DDSL in person immediately
- For non-urgent concerns, report by end of the school day

Step 3: DSL Risk Assessment (Within 24 hours)

- DSL conducts a comprehensive risk assessment using the Brook Traffic Light Tool for sexual behaviours or equivalent framework
- Assessment considers: nature and severity of incident, ages and developmental stages, power imbalances, any previous concerns, impact on victim and wider school community

Step 4: Safety Planning (Within 48 hours)

- Immediate safety measures implemented for victim (may include timetable changes, safe spaces, designated support staff)
- Risk management plan for alleged perpetrator (supervision levels, restricted access to certain areas/students)
- Plans communicated to relevant staff on need-to-know basis

Step 5: Multi-Agency Referral (If thresholds met)

- DSL determines whether incident meets threshold for statutory referral to Social Care (01253 477299) and/or Police
- Referrals made same day for serious incidents
- Parents/carers informed unless this would increase risk to the child

Step 6: Investigation and Support (Ongoing)

- Safeguarding investigation conducted by DSL (separate from any disciplinary process)
- Victim provided with ongoing pastoral support, counselling referrals, and regular check-ins
- Alleged perpetrator receives appropriate interventions through Behaviour curriculum and pastoral support to address underlying issues

Step 7: Monitoring and Review (Ongoing)

- Regular reviews of safety plans and risk assessments
- Ongoing monitoring of both victim and perpetrator welfare
- Adjustments made as needed based on evolving circumstances

Important:

Staff must never attempt to investigate the incident themselves or discuss details with parents/carers without DSL authorisation

Child-to-Parent Abuse

Policy Statement

SSA recognises that some children may abuse their parents, carers, or guardians. This policy outlines our commitment to identifying, preventing, and responding to all forms of child-to-parent or caregiver abuse. We are dedicated to ensuring that staff are alert to the signs of this specific form of abuse, and that all concerns are addressed promptly and through normal safeguarding channels to protect families and support young people.

Scope of Abuse

Child-to-parent abuse involves patterns of coercive, controlling, threatening, or physically violent behaviour directed by a child or young person toward those with parental or caregiving responsibility. We understand that this form of harm can deeply impact family safety and a child's development. It must be treated with the same weight as other forms of domestic and child-on-child abuse, rather than being dismissed as standard behavioral difficulties or family dynamic issues.

Approach

Preventative Measures: SSA incorporates education on respectful communication, family dynamics, and emotional regulation within our personal development and RSE curriculums. By promoting healthy relationship parameters outside as well as within the school gates, we aim to build students' resilience and prevent the escalation of aggressive behaviours at home

Identification and Reporting: Staff are trained to remain vigilant to the key indicators of child-to-parent abuse. These signs may include parents or caregivers appearing noticeably fearful of the child, unexplained injuries on parents, or highly controlling, demanding, and aggressive behaviour exhibited by the student regarding their home life. Any identified concerns or disclosures must be recorded on CPOMMS and escalated immediately to the safeguarding team.

Response to Incidents: When a concern regarding abuse at home is raised, the school will initiate a multi-agency safeguarding response. We will collaborate closely with local family support services, social care, and early intervention teams to assess the safety risks within the household and determine the appropriate level of statutory or community intervention.

Support for Families and Students: SSA is committed to a holistic approach that supports both the affected caregivers and the student. We actively facilitate signposting and referrals to specialised support networks and family-focused services. Concurrently, the student will be provided with targeted pastoral mentoring and behavioral intervention sessions to address the underlying triggers, emotional needs, or vulnerabilities driving the abusive behaviour.

Domestic Abuse

Policy Statement

SSA recognises that children can be deeply affected by witnessing or experiencing domestic abuse within their home environment. This policy outlines our commitment to identifying, preventing, and responding to all signs of domestic abuse. We are dedicated to maintaining a safe, supportive, and non-judgmental environment where students can disclose their experiences, ensuring that all concerns are handled swiftly through established multi-agency safeguarding pathways.

Scope of Abuse

Domestic abuse at SSA encompasses any incident or pattern of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Under statutory frameworks, we explicitly recognise children as victims of domestic abuse in their own right if

they see, hear, or experience the effects of the abuse. This includes psychological, physical, sexual, financial, or emotional harm within the household.

Approach

Preventative Measures: SSA incorporates age-appropriate education on healthy relationships, consent, personal boundaries, and spotting controlling or coercive behaviours within our personal development and RSE curriculums. By teaching pupils how to recognise safe, respectful relationship dynamics, we aim to build resilience and empower them to seek help early.

Identification and Reporting: Staff members are trained to be vigilant to the subtle indicators of domestic abuse at home, such as sudden changes in a child's behaviour, hyper-vigilance, uncharacteristic aggression, academic decline, or high rates of absence. All staff have a duty to log these concerns or any direct disclosures immediately on CPOMMS for review by the safeguarding team.

Response to Incidents: When domestic abuse is suspected or disclosed, the school initiates a rapid safeguarding response. This includes operating in close partnership with local police via Operation Encompass—ensuring the school receives timely notifications of domestic incidents at a child's home—and making direct referrals to Blackpool Social Care and specialized domestic abuse services to protect the family.

Support for Victims: SSA is committed to providing ongoing, long-term pastoral and therapeutic support to children affected by domestic abuse. Our safeguarding team works to create individualised school support plans, offering safe spaces, mentoring, and counseling signposting to help children process trauma and maintain stability in their education

Mental Health and Safeguarding

Policy Statement

SSA recognises that a student's mental health and well-being are inextricably linked to their safety, development, and academic success. This policy outlines our commitment to identifying, preventing, and responding to mental health concerns. We recognise that changes in a child's mental health can be an indicator of underlying safeguarding risks, abuse, or neglect. We are dedicated to providing an empathetic, supportive, and non-stigmatising environment where emotional vulnerabilities are addressed early through robust internal pastoral pathways and external specialist services.

Scope of Concerns

Mental health concerns at SSA encompass a broad spectrum of emotional and psychological difficulties, including but not limited to, severe anxiety, depression, eating disorders, self-harm, suicidal ideation, and trauma-related behaviours. The academy understands that poor mental health is rarely an isolated issue; it can be driven by extra-familial harm, child-on-child abuse, domestic instability, or online exploitation, and must always be treated as a potential safeguarding priority.

Approach

Preventative Measures: SSA embeds mental health awareness, emotional resilience, and self-care strategies deeply within our personal development, PSHE, and PE curriculums. We foster a whole-school culture of openness, using assemblies, peer-support networks, and mental health awareness campaigns to teach students how to recognise early signs of distress in themselves and others, and how to confidently access support.

Identification and Reporting: Staff members receive regular training to identify the subtle indicators of developing mental health issues. These signs may include sudden emotional outbursts, social withdrawal, uncharacteristic lethargy, extreme changes in eating or sleeping habits, academic decline, or physical signs of self-harm. All staff have an absolute duty to record these observations or any direct student disclosures on CPOMMS to enable the safeguarding team to map patterns of concern.

Response to Incidents: When an acute or escalating mental health concern is identified, the safeguarding and pastoral teams coordinate an immediate internal risk assessment. For students displaying high-risk vulnerabilities, such as suicidal ideation or severe self-harm, the school initiates rapid multi-agency pathways, liaising directly with Child and Adolescent

Mental Health Services (CAMHS), local Blackpool healthcare practitioners, and family-help teams.

Support for Students and Families: SSA delivers tailored, individualised support structures through our internal pastoral systems. This includes providing access to safe spaces, targeted mentoring, school-counselling referrals, and specific internal adjustments to mitigate academic pressure during periods of crisis. We work closely alongside parents and carers, providing them with transparent communication, resources, and signposting to specialist external support networks to ensure a unified approach to the child's recovery

Children Requiring Mental Health Support

Policy Statement

SSA recognises that supporting children's mental health is a fundamental element of our safeguarding obligation. We implement a structured, proactive framework designed to catch psychological distress early, reduce barriers to treatment, and prevent emotional vulnerabilities from developing into severe safeguarding crises.

Approach

Identification Pathways: The academy utilises a multi-layered identification network to spot children needing mental health support. This includes regular data tracking (monitoring patterns of behaviour, attendance, and academic drops), formal pastoral check-ins, staff referrals on CPOMMS, and secure, accessible self-referral pathways for students.

The Graduated Response Framework: SSA applies a clear, three-tiered graduated response model to match the intensity of the intervention to the child's specific level of need:

1. *Universal Support:* School-wide mental health awareness campaigns, emotional resilience strategies embedded in the PSHE curriculum, and a nurturing, open-door pastoral ecosystem.
2. *Targeted Support:* In-school small-group interventions, regular check-ins with assigned pastoral mentors, and structured emotional literacy programmes.
3. *Specialist Support:* Direct escalation to clinical pathways for students enduring acute distress, including formal school-counselling allocations and specialised external clinical referrals.

External Integration and Local Support Teams: The safeguarding and pastoral teams maintain close, integrated working relationships with Blackpool's Local Mental Health Support Teams (MHST), Child and Adolescent Mental Health Services (CAMHS), and local youth counselling charities.

Working with Parents/Carers: We collaborate transparently with parents and carers at every stage of the graduated response, keeping them fully informed of internal strategies, providing home-support toolkits, and actively guiding them through complex clinical referral processes to ensure consistent care.

Sexual Harassment, Up-Skirting, and Violence Between Children

Policy Statement

SSA upholds a commitment to fostering a safe, inclusive, and respectful learning environment. In alignment with "Keeping Children Safe in Education" (KCSIE), we acknowledge that sexual harassment, up-skirting, and violence between children are unacceptable and represent serious safeguarding issues. Our policy enforces a zero-tolerance stance and articulates our approach to prevention, detection, and response, recognising that such behaviours may occur even if not currently evidenced by recorded incidents.

Understanding the Issues

Sexual harassment, up-skirting, and violence between children undermine the dignity and safety of students. KCSIE underscores the necessity of acknowledging that these behaviours can transpire within educational settings, potentially going unreported. Therefore, our vigilance and preventative measures remain paramount regardless of the presence or absence of recorded incidents.

Implementation

Proactive Prevention: Our educational strategy incorporates teaching consent, respect, and personal boundaries, emphasising that lack of evidence does not equate to the absence of issues. We cultivate an environment where students feel empowered to express concerns.

Identification and Vigilance: Staff training reinforces the importance of being vigilant to the subtle signs of sexual harassment, up-skirting, and violence. This vigilance is critical, as such behaviours might not always be overt or reported. Staff are encouraged to act on any concern, no matter how small, to prevent potential harm.

Reporting and Response: Encouraging an atmosphere of openness, students and parents are informed on how to report concerns safely. Each report triggers a response that is swift and in accordance with KCSIE guidance, ensuring investigations are thorough and sensitive to the needs and welfare of all students involved.

Comprehensive Support: Support mechanisms for victims and individuals displaying harmful behaviour is integral. This support acknowledges the complexities of child-on-child abuse and aims for a restorative approach that educates and rehabilitates as well as safeguards the school community.

Parental and Community Engagement: The school actively engages with parents and the wider community to share its safeguarding policies and practices, emphasising that proactive measures are in place even in the absence of reported incidents. This engagement fosters a partnership approach to maintaining a safe school environment.

Continuous Review and Adaptation: The policy is subject to regular review to ensure it remains responsive to emerging trends and aligns with the latest KCSIE guidance. This review process considers the effectiveness of current practices in identifying and responding to sexual harassment, up-skirting, and violence, including the potential for unreported incidents.

Homelessness

Purpose

This policy outlines SSA's commitment to supporting students experiencing homelessness or at risk of homelessness. It is designed to provide a framework for identifying, supporting, and safeguarding these students, ensuring they have equal access to education and the necessary support to succeed at SSA.

Scope

This policy applies to all students, staff, and faculty within SSA. It recognises the unique challenges faced by students without stable housing and aims to create an inclusive, supportive environment for their education and well-being.

Policy Statement

SSA recognises homelessness as a significant barrier to accessing and engaging in education. We are committed to providing a supportive environment that respects dignity, encourages academic success, and addresses the challenges faced by students experiencing homelessness.

Definitions

Homelessness: The lack of a fixed, regular, and adequate nighttime residence, including students living in shelters, motels, cars, or temporarily with other people due to a loss of housing.

Identification

- Staff members are trained to identify signs of homelessness discreetly, considering changes in behaviour, attendance, and academic performance.
- A designated Homelessness Liaison Officer (HLO) is available for students or staff to report concerns anonymously.

Support Measures

Education and Awareness: Regular training sessions for staff on the challenges faced by homeless students and how to support them effectively.

Academic Support: Tailored academic support, including tutoring, flexible deadlines, and personalised learning plans.

Health and Well-being: Access to physical and mental health services, with confidentiality and sensitivity to the students' living situations.

Housing Assistance: Collaboration with local authorities, housing associations, and charities to provide or facilitate access to temporary or permanent housing solutions.

Responsibilities

- The HLO is responsible for coordinating support for homeless students, liaising with external agencies, and ensuring staff are trained.
- Faculty and staff are responsible for supporting homeless students within their roles, maintaining confidentiality, and referring students to the HLO when appropriate.
- Students are encouraged to communicate their needs and engage with the support available while respecting the confidentiality and rights of their peers.

Confidentiality:

All information regarding students' living situations is treated with the utmost confidentiality and shared only with individuals directly involved in their support.

Child Sexual and Criminal Exploitation

Introduction

SSA acknowledges the complex challenges posed by child sexual exploitation (CSE) and child criminal exploitation (CCE) as significant forms of abuse. These abuses exploit power imbalances to coerce, manipulate, or deceive children into sexual or criminal activities for the benefit of perpetrators. Recognising the vital role of safeguarding in addressing these threats, SSA is committed to a whole-system response that encompasses not only familial but also extra-familial contexts of harm.

Definitions

A form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity in exchange for something the victim needs or wants or for the financial advantage or increased status of the perpetrator or facilitator.

Child Criminal Exploitation (CCE): Occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity for something the victim needs or wants or for the financial or other advantage of the perpetrator or facilitator.

Policy Statement

SSA commits to safeguarding children from maltreatment, preventing impairment of children's health or development, ensuring the provision of safe and effective care, and taking action to enable all children to have the best outcomes. This includes addressing risks presented by external factors such as criminality, as highlighted in 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.

Approach

Identification and Response: Training staff to recognise the indicators of CSE and CCE, including changes in behaviour, unexplained gifts, or associations with older individuals. The Designated Safeguarding Lead (DSL) will act promptly on concerns, working closely with the AWAKEN team and other relevant agencies.

Contextual Safeguarding: Adopting a contextual approach to safeguarding, which extends beyond the family to include peer groups, schools, neighbourhoods, and online environments. This involves collaboration with professionals across sectors to influence and intervene in these contexts.

Transitional Safeguarding: Recognising the vulnerability of young people transitioning to adulthood, SSA supports the development of a transitional approach to safeguarding for ongoing support beyond the age of 18.

Education and Prevention: The curriculum should incorporate education on the risks of CSE and CCE, focusing on online safety, healthy relationships, and consent.

Multi-Agency Collaboration: Engaging in multi-agency efforts, including working with the AWAKEN team, to share intelligence, map risks, and develop targeted interventions to support affected students and disrupt exploitation activities.

Criminal Exploitation and County Lines

Policy Statement

SSA is committed to identifying and preventing the criminal exploitation of children within the context of county lines activity. Recognising that this form of exploitation poses a significant threat to the safety and well-being of young people, SSA adopts a zero-tolerance stance towards any form of child exploitation. We pledge to work closely with the AWAKEN team and other relevant agencies to support students who may be at risk.

Identifying Risks

SSA recognises the following indicators as potential signs of a child's involvement in criminal exploitation and county lines activities:

- Unexplained absences from school or significant drops in attendance
- Changes in friendships, particularly with older individuals or groups
- Decline in academic performance
- Evidence of self-harm or significant changes in well-being
- Signs of physical assault or unexplained injuries
- Substance abuse
- Being frequently missing or returning home late
- Unexplained gifts or possessions

Serious Violence

Policy Statement

SSA recognises that serious violence is a significant safeguarding issue that threatens the safety, well-being, and life chances of young people. This policy outlines our commitment to identifying, preventing, and responding to serious youth violence, gang exploitation, and weapons carrying. In line with local and national statutory frameworks, we operate a zero-tolerance stance towards violent conduct and the possession of offensive weapons on school grounds, ensuring a swift and coordinated multi-agency response to protect our academy community.

Scope of Serious Violence

Serious violence at SSA includes, but is not limited to, physical assaults causing severe harm, knife crime, the carrying or concealment of offensive weapons, gang-affiliated violence, and criminal intimidation. The academy understands that involvement in serious violence is rarely an isolated choice; it is frequently linked to extra-familial harm, Child Criminal Exploitation (CCE), county lines activities, and criminal manipulation, and must always be managed through a robust safeguarding lens.

Approach

Preventative Measures: SSA integrates age-appropriate education on the dangers of weapon carrying, criminal exploitation, and gang involvement within our personal development and PSHE curriculums. We collaborate with the local Blackpool policing teams and specialised external youth organizations to deliver targeted workshops on conflict resolution, knife crime awareness, and the legal and personal consequences of violent crime, aiming to foster an environment built on safety and mutual respect.

Identification and Reporting: Staff members are trained to remain highly vigilant to early indicators of potential involvement in serious violence. These signs may include sudden drops in attendance, uncharacteristic aggression, the possession of unexplained items or cash, rapid changes in peer groups (particularly association with older individuals), or signs of physical injuries. All staff have an absolute duty to report these indicators or any direct disclosures immediately on CPOMMS and verbally to the safeguarding team.

Response to Incidents: Any incident involving serious violence or the suspected presence of a weapon triggers an immediate emergency safeguarding protocol. The safeguarding and leadership teams will prioritize securing the immediate safety of all students and staff, which may include the lawful searching of possessions. The academy will coordinate directly with Lancashire Police and the AWAKEN team to manage the criminal and safety risks effectively.

Support and Rehabilitation: SSA provides targeted pastoral monitoring, risk assessments, and therapeutic interventions for students who have been victims of, or are deemed at high risk of exploitation into, serious violence. Perpetrators face robust disciplinary measures under our Behaviour Policy, running alongside mandatory, intensive intervention sessions designed to challenge violent behaviors, address underlying vulnerabilities, and prevent future risk to the community.

Prevent

Policy Statement

SSA is dedicated to safeguarding our students from radicalisation and extremism. In line with the Prevent Duty Guidance, we commit to identifying and mitigating risks of radicalisation through education, support, and early intervention. This policy outlines our approach to implementing the Prevent strategy within our school environment.

Preventing Violent Extremism

We are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process, our staff report any concerns they have about our children in this respect by speaking to the DDSL/DSL and logging the concern using CPOMMS. The Designated Teacher will seek guidance from BSCB online and will then contact relevant personnel for further advice and support. **All staff must** annually complete the government PREVENT training found here :

-<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

What is Prevent?

From 1 July 2015, all schools, registered early-years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, has "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Implementation

Designated Prevent Lead: A senior member of the school's management team serves as the Designated Prevent Lead, overseeing the implementation of the Prevent strategy and serving as the primary contact for external Prevent partners.

Staff Training: All staff members receive annual training on the Prevent duty to recognise signs of radicalisation and understand the process for referring concerns. This training is updated yearly to reflect current trends and guidance.

Engagement with Students: Through our RSE, PSHE curriculums and pastoral care, we engage students in discussions about democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs, aiming to build resilience against radicalisation.

Safeguarding Integration: The Prevent strategy is integrated into our broader safeguarding policies, ensuring a coordinated approach to student welfare and safety.

Female Genital Mutilation (FGM)

Policy Statement

SSA is committed to protecting students from the harms of Female Genital Mutilation (FGM). Recognising FGM as a form of child abuse, we aim to prevent occurrences within our school community and support affected students through education, monitoring, and intervention

Role of the School Nurse: Our school nurse plays a vital role in supporting students at risk of or affected by FGM. The nurse provides healthcare advice, supports disclosures, and refers to external medical and support services as needed.

Student Education and Support: Educational programs on body rights, safety, and health include

discussions on FGM, aiming to empower students with knowledge and support. Students identified as being at risk of FGM are provided with tailored support and counselling.

Monitoring and Reporting: Staff are vigilant in monitoring for signs of FGM risk and are required to report any concerns on CPOMMS and to the DSL or DDSLs. The school follows statutory guidelines for mandatory reporting of known cases of FGM to the police.

Fabricated or Induced Illness (FII) and Perplexing Presentations (PP)

Introduction

SSA is committed to safeguarding the well-being of all students. This includes recognising and responding appropriately to cases involving Fabricated or Induced Illness (FII) and Perplexing Presentations (PP), ensuring a proactive and informed approach.

Definitions:

Fabricated or Induced Illness (FII) is when a child's health or well-being is intentionally misrepresented by a parent or carer, leading to unnecessary medical interventions or harm.

Perplexing Presentations (PP) refers to situations where a child presents with symptoms that are complex, confusing, and difficult to explain medically, not necessarily involving deceit by the carer.

School's Response

Early Identification: Staff are vigilant in noticing signs that may suggest FII or PP, including frequent medical appointments, discrepancies between reported and observed conditions, or evidence of unneeded medical interventions.

Communication with Parents/Carers: For PP cases, the school engages in supportive communication with parents/carers to understand the child's medical condition and ensure appropriate support for their education and welfare.

Referral and Collaboration: Suspected FII cases follow safeguarding procedures, potentially involving referral to local authority children's services. The school collaborates with healthcare professionals, taking their advice on managing the child's school participation.

Support for the Child: The school ensures necessary support, including educational, emotional, and healthcare needs, coordinating with healthcare providers to ensure consistency.

Confidentiality and Record-Keeping: Confidential records of all FII and PP cases are maintained, including actions taken and outcomes. Information is shared on a need-to-know basis, prioritising the child's welfare.

Liaison with School Nurse and Local Authority: The school nurse plays a critical role in supporting students with health conditions, including FII and PP. The school liaises with the school

nurse and local authority to ensure a coordinated approach to the child's health, education, and welfare.

Review and Monitoring: The safeguarding team regularly reviews FII and PP cases to monitor the child's welfare and adjust support as necessary. Policies and practices are reviewed in light of new guidance or insights from handling such cases.

Image Sharing Terminology

The academy strictly adheres to current statutory language. We explicitly prohibit the **making or sharing of nudes or semi-nudes**. This definition applies across all contexts and **explicitly includes images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes)**. All incidents of making or sharing nudes or semi-nudes, including AI-generated or digitally altered images, mandate an immediate safeguarding response.

Perpetrators will engage in structured support work through our Behaviour and Pastoral curriculum to prevent future incidents, while victims are provided comprehensive, non-judgmental therapeutic pathways.

Private Fostering

Policy Statement

SSA recognises its statutory duty to be vigilant in identifying and reporting private fostering arrangements. We are committed to ensuring that all such arrangements are formally notified to the local authority to safeguard the welfare of the children involved.

Definition of Private Fostering

A private fostering arrangement occurs when a child under the age of 16 (or under 18 if the child has a disability) is cared for, and provided with accommodation for 28 consecutive days or more, by someone other than their parent, minor sibling, aunt, uncle, grandparent, or stepparent, without the arrangement being made directly by the local authority.

Approach

Staff Duty to Notify: All staff members have a legal duty to remain alert to signs that a student may be living in a private fostering setup (e.g. changes in emergency contact details, comments during pastoral check-ins, or distinct changes in a child's living arrangements). Staff must notify the DSL immediately via CPOMMS if they suspect or become aware of such an arrangement.

DSL Duty to Notify the Local Authority: Upon receiving a notification or disclosure, the DSL holds an immediate statutory duty to formally notify Blackpool Children's Services of the private fostering arrangement, ensuring the local authority can satisfy its legal obligation to visit the home and assess the environment.

Raising Awareness: SSA proactively raises awareness of private fostering rules and the legal obligations of caregivers through regular communications with parents and carers via the school newsletter, parents' evenings, and information leaflets published on the academy website.

Children with Special Educational Needs and Disabilities (SEND)

Policy Statement

SSA explicitly recognises that children with Special Educational Needs and Disabilities (SEND) face significantly elevated safeguarding vulnerabilities. We are dedicated to ensuring that our child protection frameworks are dynamically adapted to overcome the distinct barriers these pupils face, guaranteeing them equal protection and a safe learning environment.

Vulnerability Context and Barriers to Disclosure

- **Elevated Risk Profile:** Statistically, children with SEND are three to four times more vulnerable to experiencing abuse, neglect, and exploitation than their peers.
- **Barriers to Disclosure:** Pupils with SEND frequently face additional complex barriers to disclosing harm, which may include significant communication or speech and language difficulties, cognitive impairments, a high level of physical dependency on adults for personal care, or mistaking abusive behaviours for standard medical or care interventions.

Approach

Adapting Safeguarding Responses: The safeguarding team closely collaborates with the Special Educational Needs Coordinator (SENCo) to customise response frameworks for SEND pupils. This includes utilising tailored communication tools, visual aids, and familiar support staff during disclosures to ensure the child's voice is accurately captured and prioritised.

Staff Training on Specific Indicators: All staff receive targeted training to recognise SEND-specific safeguarding indicators, such as uncharacteristic self-injurious behaviour, sudden changes in baseline communication patterns, or patterns of regression that might otherwise be incorrectly attributed to a child's existing disability or medical diagnosis.

Policy Links: This section runs in strict alignment with, and must be read alongside, the *South Shore Academy SEND Policy*.

Looked-After Children (LAC) and Previously Looked-After Children (PLAC)

Policy Statement

SSA is deeply committed to supporting and safeguarding Looked-After Children (LAC) and Previously Looked-After Children (PLAC). We recognise that children who are, or have been, in care face a heightened risk of emotional, social, and safeguarding vulnerabilities, and we provide enhanced oversight to ensure their stability, safety, and achievement.

Role of the Designated Teacher

Karen Lewis is the Designated Teacher for Looked-After and Previously Looked-After Children. The Designated Teacher promotes the educational attainment of care-experienced pupils, ensures their safeguarding profile is closely monitored, and serves as the central point of contact within the academy for external support frameworks.

Approach

Collaboration with Virtual School Heads: The Designated Teacher works in close, continuous partnership with Virtual School Heads (VSH) from the respective local authorities (including Blackpool Virtual School) to track individual progress, manage funding allocations, and ensure appropriate corporate parenting strategies are actively implemented.

Personal Education Plan (PEP) Processes: A robust Personal Education Plan (PEP) is maintained and formally reviewed termly for every LAC student. This process actively integrates the voice of the child, their foster carers, social workers, and academy staff to address safeguarding, academic target-setting, and emotional well-being holistically.

Supporting Transition to Adulthood: Recognising the complex vulnerabilities surrounding care leavers, the academy provides targeted transitional guidance, independent living workshops, and coordinated planning sessions alongside local authority personal advisers to support care-experienced students as they transition toward further education, training, or employment in adulthood.

Mobile Phone Policy

South Shore Academy operates as a **mobile phone-free environment**.

- **Restrictions:** Pupils are strictly prohibited from using or accessing mobile phones during formal lessons, transition times, breaktimes, and lunchtimes.
- **Safeguarding Rationale:** This restriction is implemented to actively reduce the risks of online bullying, peer-to-peer digital harassment, distractions, and the unauthorised making or sharing of images on school grounds.
- **Enforcement:** Any breach of this policy results in immediate confiscation and processing under our formal **Behaviour Policy**, which details the retrieval pathways for parents/carers.

Online Learning / E-Safety – Social Media Guidance

All the staff in our academy are aware that they have a duty to protect themselves, children and the families they serve, fellow South Shore Academy colleagues and their employer in relation to E-Safety. BSCB Social Media guidance is provided in our E-Safety Policy.

Policy Statement

SSA recognises that the internet and digital technologies present significant opportunities for learning but also pose serious safeguarding risks to children. This policy outlines our commitment to keeping pupils safe online both within school and in their wider digital lives.

Scope of Online Risks

Online safety risks at SSA include but are not limited to:

- Cyberbullying and online harassment
- Online grooming and child sexual exploitation
- Exposure to harmful content (violence, extremism, pornography, self-harm)
- Making and sharing of nudes or semi-nudes
- Online radicalisation
- Identity theft and financial scams
- Excessive screen time affecting mental health

Approach

Teaching Online Safety:

Online safety is embedded throughout our curriculum, with age-appropriate lessons delivered through Computing, PSHE, and RSE. Topics covered include:

- How to recognise and report online risks
- Understanding consent and respectful online behaviour
- Critical evaluation of online information
- Privacy settings and personal data protection
- Healthy screen time balance

Acceptable Use Policies:

All staff and pupils must adhere to our Acceptable Use Policies, which set clear expectations for appropriate use of school IT systems and personal devices. Breaches are addressed through our Behaviour Policy and may trigger safeguarding responses.

Responding to Online Safety Incidents:

When an online safety incident is identified:

1. Staff record the concern on CPOMMS immediately
2. Evidence is preserved (screenshots, URLs) but devices are not searched without authorisation
3. DSL assesses whether incident meets threshold for statutory referral
4. School works with parents, police (via PPIU 01253 604080), and other agencies as appropriate
5. Victim receives support; perpetrator receives education and consequences

Parental Engagement:

We actively engage parents through:

- Regular online safety communications and workshops
- Signposting to resources (e.g., NSPCC, Internet Matters, UK Safer Internet Centre)
- Clear guidance on supporting children's online safety at home

Remote Learning Safeguarding:

When remote learning is necessary, we maintain safeguarding standards through:

- Staff training on online teaching safety
- Clear protocols for video calls (recording, appropriate dress, suitable backgrounds)
- Regular welfare check-ins with vulnerable pupils
- Continued CPOMMS reporting for any concerns arising during remote sessions

Further Detail:

Comprehensive online safety procedures, including filtering and monitoring systems, are detailed in our separate E-Safety Policy, which must be read alongside this safeguarding policy.

Use of Reasonable Force

Proactive Prevention & De-escalation

At SSA restrictive interventions would only be used as a last resort. The primary focus must be on proactive measures, early support, and de-escalation strategies.

Legal Power & Criteria for Use

Who Can Use Reasonable Force:

All members of school staff possess the legal authority to use reasonable force. Additionally, members of the Senior Leadership Team and the Pastoral Team have been successfully trained in Team Teach Positive Behaviour.

Lawful Circumstances: Force can only be used to prevent a pupil from:

- Causing injury to self or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder.

Seclusion & SEND Considerations

- **Seclusion Definition & Rules:** Seclusion (confining a pupil alone and preventing them from leaving) is a non-disciplinary safety measure reserved strictly for high-level emotional/behavioural dysregulation to protect others from harm. It must not be

enforced via threats of punishment, the space must not feel intimidating, and the pupil must be supervised continuously.

- **SEND Considerations:** SSA recognise that pupils with SEND (particularly those with communication difficulties or sensory needs) may express distress through behaviour and are disproportionately affected by restrictive interventions.
- **Reasonable Adjustments:** Under the Equality Act 2010, SSA are committed to implementing reasonable adjustments, identifying triggers, and co-producing tailored Behaviour Support Plans alongside parents and pupils.

Mandatory Recording Duties

SSA has clear procedures in place to record all significant incidents of force as well as incidents of seclusion and non-force restraint.

- Timing: Written records must be completed by the staff involved as soon as practicable, ideally on the same day.
- Minimum Details Required:
 - Names of pupils and staff involved.
 - Date, time, location, and approximate duration.
 - Relevant pupil needs, SEND status, and SEN status codes.
 - Antecedents, triggers, and de-escalation methods attempted.
 - Type/degree of force or intervention applied, justification for its use, and any physical injuries sustained.
 - Details of post-incident support and medical treatment.

Mandatory Reporting Duties

- **Notifying Parents:** SSA will inform parents in writing (e.g., via email or messaging systems) as soon as practicable, attempting to do so no later than the same day.
- **Follow-up:** SSA will offer parents a follow-up discussion to review triggers, evaluate de-escalation strategies, and update Behaviour Support Plans.

Debriefing, Support & Governance

- **Post-Incident Support:** Medical assessments must be provided immediately if injuries occur. Schools must hold debrief conversations with involved staff and pupils (preferably facilitated by an uninvolved staff member) to restore relationships, capture reflections, and safeguard well-being.

- **Bystander Support:** Peers who witness distressing interventions must also receive support.
- **Data Analysis by Governance:** Governing bodies/proprietors must regularly review and interrogate intervention data to identify trends, ensure staff training needs are met, eliminate disproportionality among vulnerable groups, and evaluate policy effectiveness.
- **Allegations & Complaints:** Complaints should follow standard school complaint procedures. Allegations against staff regarding inappropriate force must follow Keeping Children Safe in Education (KCSIE) procedures

Facilities and Activities Based on Biological Sex

Facilities Usage

- **Legal Framing and Single-Sex Spaces:** In strict accordance with statutory mandates and the provisions of the **Equality Act 2010**, South Shore Academy maintains single-sex services and spaces to ensure privacy, safety, and dignity. The Equality Act 2010 explicitly permits schools to maintain single-sex toilets, changing rooms, and residential accommodation based on biological sex. Our biological sex-based approach is anchored in these legal exceptions, meaning children must not enter spaces designated for the opposite biological sex. This restriction applies **without exception**, including when supporting a child's social transition.
- **PE and Sports:** PE classes and sports activities designated for a specific sex are restricted to children of that biological sex. The academy separates children into sports activities based on biological sex for reasons of safety and fairness, which is fully permissible and lawful under equality legislation.
- **Alternative Provisions:** Where a child does not wish to use their biologically designated space, the academy will provide suitable, alternative private arrangements (such as self-contained, unisex individual accessible facilities). These alternative provisions are clearly documented, easily accessible, and designed to protect the child's comfort without compromising the safety, privacy, or single-sex designation of default facilities.

Social Transition Support Framework

As a secondary provider, South Shore Academy adopts a highly cautious approach to social transition requests, informed directly by the findings and clinical guidance of the **Cass Review (2024)**, which emphasises extreme caution regarding childhood social transition due to its significant potential psychological impacts.

- **No School Initiation:** The academy will not initiate any action regarding social transition. We will only respond if a child or their parent specifically requests support.
- **Mandatory Parental Involvement:** Staff members must not adopt any changes relating to social transition (such as changes to names, pronouns, or uniforms) without a formal decision involving the leadership team. Any decisions will involve parents/carers as a matter of priority.
- **Exceptions Threshold for Non-Involvement:** The "exceptionally rare circumstances" where parents would not be involved must explicitly meet the statutory threshold for **significant harm** as defined in the **Children Act 1989**. Any decision to withhold information from parents will only be made after formal consultation with Children's Social Care and Senior Leadership.
- **Specialist Consultation:** Before any definitive decisions or accommodation plans regarding a social transition request are approved, the academy will mandate thorough consultation with relevant external specialists, which may include educational psychologists, local healthcare providers, and medical professionals.
- **Documentation and Regular Review:** Every decision made regarding a social transition request will be meticulously documented with a clear, evidence-based rationale, ensuring the best interests of the child are upheld. These records and any agreed-upon support measures will be reviewed regularly to ensure they remain safe and appropriate.
- **Legal Record Keeping:** We will record a child's biological sex accurately across all school infrastructure databases wherever it is recorded, as legally required.
- **Handling Requests:** All individual inquiries or requests regarding gender questioning or social transition must be routed directly to our DSL, Danny Mulholland, to ensure case-by-case assessment.

Vulnerable Groups

Young Carers

We recognise that young carers may face additional safeguarding risks, heightened pressures, and educational barriers due to their caring responsibilities.

- **Identification:** The academy utilises regular pastoral reviews, admissions check-ins, and staff awareness training to discreetly identify young carers.
- **Support Framework:** We offer targeted pastoral support, localised flexibility with deadlines where appropriate, customised academic mentoring, and active referrals to local young carers' services.

Children with Medical Conditions

We recognise that children with medical conditions may be more vulnerable to abuse, neglect, or peer victimisation and require additional safeguarding considerations.

- **Policy Alignment:** All practices run in tandem with our *Supporting Pupils with Medical Conditions Policy*.
- **Communication:** Individual Healthcare Plans (IHPs) and crucial medical requirements are securely and clearly communicated to all relevant teaching and support staff.
- **Medication Safety:** Strict procedures govern the safe storage, auditing, and administering of medication, preventing exploitation or accidental harm.

Homelessness and Temporary Accommodation

SSA recognise homelessness as a significant barrier to education and welfare. A designated Homelessness Liaison Officer (HLO) is available for students or staff to report concerns anonymously. Staff are trained to identify signs of housing instability discreetly, offering academic adjustments, health signposting, and housing assistance collaboration.

- **Temporary Accommodation Notification Duty:** We recognise that local housing authorities have a statutory duty to notify us immediately when children in temporary accommodation are relocated. Upon receiving such notifications, the academy will instantly coordinate with the respective local authority to ensure complete continuity of safeguarding support, pastoral monitoring, and educational access.

Definitions of Harm and Core Exploitation Risks

SSA commits to safeguarding children from maltreatment and preventing the impairment of their health or development. Our framework explicitly incorporates core exploitation risks, ensuring staff are trained to recognise indicators and statutory legal definitions for:

- **Child Sexual Exploitation (CSE)**
- **Child Criminal Exploitation (CCE) & County Lines**
- **Modern Slavery:** Coercion or trafficking of children for forced labour or systemic institutional abuse.
- **Financial Exploitation:** Manipulation of a child to extract financial assets, manipulate digital accounts, or run monetary scams.
- **Updated Sexual Offences:** Staff training materials integrate current legal definitions for serious sexual offences, including *assault by penetration* and *sexual assault*

Safer Recruitment and Single Central Record (SCR)

Principles of Safer Recruitment

Our approach to recruitment is governed by an unwavering commitment to the safety and well-being of every child in our care. We ensure all appointments are handled by panels containing at least one member certified in safer recruitment practices. Advertisements state our safeguarding commitment, CVs are rejected in favour of standardised forms, application gaps are scrutinised, references are obtained prior to interview, and rigorous identity, qualification, and right-to-work checks are completed.

Principles of Safer Recruitment:

Rigorous Background Checks: All potential employees undergo thorough background checks, including an enhanced Disclosure and Barring Service (DBS) check, to ensure they are suitable to work with children.

Comprehensive Selection Process: Our selection process includes detailed interviews, reference checks, and, where applicable, verification of qualifications and professional status. This thorough approach helps to ensure that only those who share our commitment to child welfare are selected to join our team.

Training and Awareness: All staff involved in the recruitment process are trained in safer recruitment practices, ensuring they are equipped to identify any potential safeguarding concerns and understand the importance of making recruitment decisions that prioritise child safety.

Policy and Procedure Adherence: Our recruitment policies and procedures are regularly reviewed and updated to reflect the latest safeguarding guidelines and best practices, ensuring our recruitment process remains robust and effective.

Ongoing Support and Monitoring: Once recruited, staff members receive continuous support and training in safeguarding, alongside regular monitoring and appraisal of their performance and conduct within the school. This ensures that high standards of safeguarding and child protection are maintained.

Promoting a Safeguarding Culture: We foster a culture where safeguarding is everyone's responsibility. New recruits are inducted into this culture from the outset, ensuring they understand their role in maintaining a safe environment for all children.

Transparency and Accountability: Our recruitment process is transparent, with clear lines of accountability. Decisions regarding recruitment are made with the welfare of children as the paramount consideration, ensuring that our school remains a safe and nurturing environment for every student.

Through these principles and practices, South Shore Academy affirms its dedication to safer recruitment, underlining our broader commitment to safeguarding the welfare of children. Our meticulous approach ensures that every member of our school community is aligned with our values and dedicated to upholding the safety, rights, and dignity of the children in our care.

We ensure that all appointments in our academy are made by a panel which comprises at least one person who has completed the 'safer recruitment' training package. The school holds a copy of everyone's certificates who have been trained within their organisation.

Our safer recruitment practices include the following:

- Ensuring that all our adverts include a statement which explains our
- commitment to safeguarding children
- Displaying our commitment to safeguarding both visually in the academy and on our website
- Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
- Discarding any applications that are made by any applicant who submits a CV

instead of the required application form

- Requesting references prior to the interview using a detailed reference request form
- Scrutinising the application form and references to identify any gaps in employment or inconsistencies in the information presented. We use this information to formulate. Candidate-specific questions that will be used during the interview.
- Checking the validity of qualifications.
- Checking the identity of the individual concerned.
- Checking the eligibility of the candidate to work in the UK.
- Asking specific questions during the interview that relate to safeguarding children.
- We expect candidates to discuss individual experiences rather than talking hypothetically.
- Collecting the information in relation to Disclosures and Barring (Disclosures and Barring Service).
- Discuss any self-declared information with the candidate in a non-prejudicial way during the interview.
- Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
- Reserve the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose.

In addition, we:

- We maintain a single central record for our own employees, volunteers (including adults and pupils who are on a work placement), supply staff, and governors.
- Have a clear process in line with Statutory guidance: Regulated Activity (Children)- supervision of activity with children, which is regulated activity when unsupervised.
- We have appropriate local arrangements in place for any visits by people in a perceived 'position of authority', and they are actively implemented as required.
- Ensure that all visitors to our school are met at Reception and are given a visitor pass/badge.
- Ensure that where appropriate (LA officers/contractors), visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- Any college pupil/ volunteer placements have a DBS check undertaken centrally before being deployed.

- Headteachers, leaders, and the governing body can access Safer Recruitment courses online.
- In the case of a new staff member who is awaiting clearance, a Pre-Employment Risk Assessment will be completed before the staff member commences their post.
- In the case of staff employed or working as volunteers by groups who run lettings activities, we will ensure that South Shore Academy safeguarding procedures are followed in regard to the Single Central Record and DBS checks.

Volunteers and Regulated Activity (Supervision Exemption Removed)

In strict compliance with the **Crime and Policing Act 2026**, South Shore Academy has updated its volunteer deployment rules:

- **Removal of Supervision Exemption:** Being supervised by a regular member of staff no longer exempts a volunteer from vetting requirements.
- **Mandatory Checks:** All volunteers who frequently (defined as more than 3 days in any 30-day period) or overnight teach, train, instruct, care for, or supervise children are legally engaged in regulated activity. They must have a completed Enhanced DBS check with Children's Barred List information before commencing any volunteer activity.
- **Single Central Record (SCR):** Our Single Central Record procedures fully reflect these parameters. No regular volunteer will be permitted on site without verified, compliant clearance recorded on the SCR.

Shared Safeguarding Duties with Third Parties

We share active safeguarding duties with external agencies providing supply teachers, trainee teachers, and contracted staff.

- **Verification:** The academy mandates supply agencies provide written confirmation that all required enhanced DBS checks, barred list lookups, and safer recruitment screenings have been performed successfully.
- **Induction:** We ensure all third-party and temporary personnel undergo our formal safeguarding induction, receive our child protection summary information, and fully comprehend our internal CPOMMS and escalation procedures before operating within the school.

Further Information on Specific Safeguarding Issues

SSA acknowledges the wide spectrum of safeguarding issues that can affect children and young people. In line with our commitment to safeguarding, we recognise the importance of accessing up-to-date guidance and support from expert and professional organisations on specific issues.

This section directs staff, parents, and carers to key resources for a deeper understanding and practical support on various safeguarding concerns.

Key Resources and Guidance**Government Guidance:** Broad government guidance on specific safeguarding issues can be accessed through the GOV.UK website and Blackpool Safeguarding Board.

This includes, but is not limited to, advice on:

- Gangs and youth violence
- Channel and Prevent Multi-Agency Panel (PMAP) Guidance
- Child abuse linked to faith or belief
- Child sexual exploitation
- Private fostering under the Children Act 1989
- Children missing from home or care
- Drug advice for schools
- Educate Against Hate (Prevent)
- Forced marriage
- Online Safety and the CEOP Safety Centre
- Missing Children and Adults Strategy
- Female Genital Mutilation (FGM) statutory guidance
- Bullying Prevention
- Safeguarding children in whom illness is fabricated or induced
- Trafficked children
- Sharing nudes and semi-nudes
- Mental health strategy
- Online radicalisation through social media
- Keeping Children Safe In Education
- Reasonable Force
- Alternative Provisions

Child on Child Sexual Violence, Sexual Harassment and Teenage Relationship Abuse

This part of the statutory guidance is about how schools and colleges should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and or online (what to look out for, and indicators of abuse are set out in Part one of KCSIE 2026).

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into college. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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.

As set out in Part One of this guidance, all staff working with children are advised to maintain an attitude of ‘it could happen here’.

- 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.
- Children who are victims of sexual violence and sexual harassment, wherever it happens, 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. As set out in Part One of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation at paragraphs 36–42, KCSIE 2024).
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely boys will perpetrate it.
- But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor

should a victim ever be made to feel ashamed for making a report; the feelings of the victim must be taken into account.

You should read Part Five (KCSIE 2024) alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges. It contains further detailed information on:

- What sexual violence and sexual harassment constitute, important context to be aware of, including what is consent, power imbalances, and developmental stages,
- Harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves (including Teenage Relationship Abuse)
- Related legal responsibilities for schools and colleges,
- Advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment
- More detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).
Responding to reports of sexual violence and sexual harassment

Part two of this guidance is clear that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst-case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practices and principles for schools and colleges to consider in their decision-making process.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required

Managing Allegations Against Members of Staff or Volunteers

All staff are aware of their duty to report conduct concerns regarding another member of staff, volunteer, or governor to the Headteacher. Whistleblowing pathways are clearly established. If an allegation suggests an individual has harmed a child, possibly committed a criminal offence, or behaved in a way indicating they are unsuitable to work with children, the Headteacher will immediately record the concern and contact the Local Authority Designated Officer (LADO):

When an allegation has been made against a member of staff, the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates that s/he is unsuitable to work with children

If any of the above may have happened, the Headteacher must record the concerns and contact the Local Area Designated Officer (LADO: 01253 477541 email:lado@blackpool.gov.uk) to ask for advice about how to proceed.

The LADO will advise the Headteacher about whether to complete related forms or treat the matter internally via other policies (e.g. disciplinary/capability). For additional information about the process, we refer to <https://www.blackpoolsafeguarding.org.uk/managing-allegations> and HR.

In South Shore Academy, we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) under section 35 of the Safeguarding and Vulnerable Groups Act

(2006) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when conditions set out in the Referral Guidance provided by the DBS on

<https://www.gov.uk/government/organisations/disclosure-and-barring-service> are met. We fulfil our statutory duty to refer colleagues to the Disclosure and Barring Service (DBS) under Section 35 of the Safeguarding and Vulnerable Groups Act 2006 when barring thresholds are met.

Serious Case Reviews & Safeguarding Audits

At South Shore Academy, we take account of all recommendations from local and national Serious Case Reviews/Child Safeguarding Practice Reviews. We preserve all necessary files and cooperate fully with local safeguarding partners during review processes. The academy undertakes the recommended 'Section 175' self-audit annually to continuously inform our development plans, curriculum adjustments, and risk mapping.

Raising Safeguarding Concerns – Guidance for Parents/Carers

How to Raise a Concern

If you have a safeguarding concern about your own child or another child at South Shore Academy, you can:

Contact our Designated Safeguarding Lead:

- Danny Mulholland (DSL): Danny.Mulholland@cidari.co.uk or 01253 336500

Contact our Deputy Designated Safeguarding Leads:

- Andrew Monk: Andrew.Monk@cidari.co.uk
- Karen Lewis, Victoria McCullion, or Sharon Senior via Main Office: 01253 336500

Speak to any member of staff: All staff are trained to receive safeguarding concerns and will immediately pass them to the DSL team.

What Happens Next

Immediate Response (Same day):

- Your concern will be logged on our secure safeguarding system (CPOMMS)

- The DSL will assess the information and determine the appropriate response
- If immediate action is needed to protect a child, this will be taken without delay

Follow-Up (Within 48 hours):

- The DSL will normally contact you to discuss the concern and explain next steps
- In some cases (e.g., suspected abuse), we may need to make a referral to Social Care or Police before speaking with you
- We will keep you informed throughout the process, balancing transparency with the need to protect the child

Ongoing Support:

- We will work in partnership with you to ensure your child receives appropriate support
- Regular updates will be provided where appropriate
- If multi-agency involvement is required, we will explain the roles of different professionals
-

If You Disagree with Our Response

If you are unhappy with how we have handled a safeguarding concern, you can:

1. Request a meeting with the Headteacher
2. Contact our Lead Governor for Safeguarding: Cherryl Drabble (via school office)
3. Refer your concern directly to Blackpool Children's Social Care: 01253 477299
4. Follow our formal Complaints Procedure (available on our website)

Direct Referrals

You do not need to wait for the school to act. If you believe a child is at immediate risk of harm, you can:

- Contact Blackpool Children's Social Care directly: 01253 477299
- Contact Lancashire Police: 101 (or 999 in an emergency)
- Contact the NSPCC Helpline: 0808 800 5000

Feedback and Student Voice

- **The Views of Our Children:** Children are made aware that they can report any concerns through the **SHARP system**, verbally, or through any member of staff. Pupils

complete an anonymous questionnaire annually, which directly shapes our academy development plan and localised safeguarding interventions.

- **The Views of Our Staff:** Staff complete anonymous safeguarding climate questionnaires annually. Urgencies must be reported directly via CPOMMS and backed up verbally to the DSL team.

Reporting to the Governing Body

Our Governing Body oversees the Headteacher's sound maintenance of all safeguarding procedures in line with this policy and procedures. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body. Our Governing Body will advise the Headteacher of its views on specific issues that will promote safeguarding.

This may, for example, be around promoting a parental understanding of the agenda. Our Governing Body does not discuss any individual cases and never requests to see individual pupil records, although they do ask the Headteacher to explain the effectiveness of their procedures.

Safeguarding Education – Personal development through the curriculum

Policy Statement

SSA is committed to equipping our pupils with the knowledge, skills, and resilience to keep themselves safe. Safeguarding education is embedded throughout our curriculum, ensuring age-appropriate, progressive learning that addresses the full spectrum of risks young people face today.

Curriculum Coverage – Our safeguarding education programme covers:

Healthy Relationships and Consent (RSE):

- Understanding healthy vs unhealthy relationships
- Consent, coercion, and power imbalances
- Recognising and reporting abuse (including domestic abuse, sexual harassment, teenage relationship abuse)
- LGBTQ+ inclusive relationships education

Online Safety (Computing and PSHE):

- Safe use of social media and gaming platforms
- Recognising and reporting online grooming, cyberbullying, and harmful content
- Privacy, digital footprint, and personal data protection
- Critical evaluation of online information and misinformation
- Risks of AI-generated content and deepfakes

Mental Health and Wellbeing (PSHE and Pastoral):

- Recognising signs of poor mental health in self and others
- Coping strategies and resilience-building
- Where to access help (internal and external support services)
- Reducing stigma around mental health

Exploitation Awareness (PSHE and External Workshops):

- Child sexual exploitation (CSE) and child criminal exploitation (CCE)
- County lines and serious violence
- Recognising grooming and manipulation tactics
- How to exit exploitative situations safely

Radicalisation and Extremism (Prevent Education):

- British values: democracy, rule of law, individual liberty, mutual respect
- Critical thinking about extremist narratives
- Recognising signs of radicalisation
- Reporting concerns safely

Substance Misuse (PSHE and Science):

- Risks of drugs, alcohol, and vaping
- Peer pressure and decision-making
- Legal consequences and health impacts

Personal Safety:

- Road safety, fire safety, water safety
- Staying safe in the community
- Recognising and reporting concerns to trusted adults

Delivery Methods

Safeguarding education is delivered through:

- Dedicated PSHE and RSE lessons (timetabled weekly)
- Assemblies and tutor time discussions
- External speaker programmes (police, AWAKEN team, mental health charities)
- Drop-down days and themed awareness weeks
- Peer education and student leadership programmes

Assessment and Impact

We assess the effectiveness of our safeguarding education through:

- Pupil voice surveys (anonymous annual questionnaires)
- Pre- and post-lesson knowledge checks
- Monitoring of CPOMMS reports (identifying emerging trends)
- Feedback from external partners
- Ofsted and safeguarding audit outcomes

Findings directly inform curriculum adjustments and targeted interventions for specific year groups or individuals.

Parental Engagement

We recognise that safeguarding education is most effective when reinforced at home. We engage parents through:

- Curriculum information shared via newsletters and website
- Parent workshops on key topics (online safety, mental health, exploitation)
- Resources and signposting provided after lessons
- Opportunities to review RSE curriculum materials
- Open communication channels for questions or concerns

Links to other Policies

This Child Protection & Safeguarding Policy should be read in conjunction with the following policies:

Behaviour Policy – sets out our approach to managing behaviour, sanctions, and rewards.

Anti-Bullying Policy – details our specific approach to preventing and responding to bullying.

Online Safety/E-Safety Policy – comprehensive procedures for keeping children safe online.

Acceptable Use Policies – for staff and pupils regarding IT systems. Available on staff drive.

SEND Policy – outlines support for pupils with special educational needs.

Supporting Pupils with Medical Conditions Policy – procedures for managing medical needs. –

Attendance Policy – our approach to monitoring and improving attendance.

Whistleblowing Policy – procedures for staff to raise concerns about colleagues.

Safer Recruitment Policy – detailed recruitment procedures.

Code of Conduct for Staff – expectations for professional behaviour

Complaints Policy – procedures for parents/carers to raise concerns.

All policies are reviewed regularly and updated to reflect current legislation and best practice.