

Three Counties Academy Trust



Child Protection and Safeguarding Policy and Procedures #SG1

Last updated: 31 August 2023

Review Date: 31 August 2024

Contents

Statement of intent

Acronyms

Definitions

1. Legal framework
2. Roles and responsibilities
3. Sexual harassment
4. Multi-agency working
5. Early help
6. Children missing from education
7. Child abduction and community safety incidents
8. Modern slavery
9. FGM
10. Radicalisation
11. Mental Health
12. Consensual and non-consensual sharing of indecent images and videos

13. Context of safeguarding incidents

14. Pupils potentially at greater risk of harm

15. Use of school premises for non-school activities

16. Concerns about pupils

17. Concerns about staff and safeguarding practices

18. Allegations of abuse against staff

19. Communication and confidentiality

20. Safer recruitment

21. Monitoring and review

Schedule of revisions

Appendices

A. Staff Disqualification Declaration

B. Safeguarding Reporting Process

Statement of intent

Three Counties Academy Trust (TCAT) is committed to safeguarding and promoting the physical, mental, and emotional welfare of every pupil, both inside and outside of TCAT premises. We implement a trust-wide preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken and that healthy relationships are promoted. TCAT is also committed to a zero-tolerance policy with regards to sexual harassment and violence.

This policy has been created to outline a clear framework relating to any aspects of safeguarding within TCAT and should be followed by:

- All members of staff
- Any school within TCAT
- Any Local Governing Body or other Committees appointed by the Governing Board
- Individual Trustees and the Governing Board
- TCAT as a whole, including TCAT staff
- Any Associate Members of the Governing Board and/or Committees

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Governing Board, Executive Headteacher/CEO, Headteacher/Heads of School and TCAT staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to an appropriately trained person, e.g., the DSL or deputy DSL (DDSL) within their school
- Ensuring pupils are taught how to keep safe and recognise behaviour that is unacceptable
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation
- Creating a culture of safer recruitment by adopting procedures that help deter, reject, or identify people who might pose a risk to children
- Ensuring that the Executive Headteacher/CEO and Headteacher/Heads of School and any new staff and volunteers within TCAT are only appointed when all the appropriate checks have been satisfactorily completed

DSLs and DDSLs within the trust

TCAT has a dedicated lead professional for trust-wide safeguarding compliance, with a team of DSL's DDSL's and Associate staff delivering a culture of safeguarding throughout TCAT schools.

The lead professional is the Executive Leader for Safeguarding and Inclusion Mrs. K Lane. In her role she is the most senior staff member within TCAT in relation to safeguarding matters and works with, and directs, DSL's and DDSL's when fulfilling safeguarding duties.

Named DSL's and DDSL's for the duration of this policy are contained in the following table.

Name of school	Name of DSL	Name of DDSL(s)
Queen Elizabeth High School	Mrs Tiffany Lloyd	Mrs Lisa Davies Mrs Emma Davies Mr Sebastian Seneque Trust Education Welfare Officer Mr Russell Jones
St Peters Primary School	Mrs Samantha Nash	Mr Russell Jones Mrs Samantha McAtear Miss Pippa Jones
Bredenbury Primary School	Mrs Samantha Nash	Mr Russell Jones Mrs Rebecca Turner Miss P Jones
Stoke Prior Primary School (post academisation into TCAT)	Mr Matthew Lewis	Ms J Angell
Name of school	Name of Designated Teacher for Childre who are Looked After	
Queen Elizabeth High School	Mrs Emma Davies	
St Peters Primary School	Mrs Samantha Nash	
Bredenbury Primary School	Mrs Samantha Nash	
Stoke Prior Primary School	Mr Matthew Lewis	

Acronyms

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

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy, and education, including early years, schools, higher and further education policy, apprenticeships, and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act 2018.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein, and Norway; excluding Switzerland).
EHC plan	Education, health, and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.

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

PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities, and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex, and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction, and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs and disabilities (SEND) policy and provision of education to pupils with SEND.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the LA they work for, and all children who currently have, or previously had, a social worker.

Definitions

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

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

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

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

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

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus, or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

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

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- Sexual “jokes” and taunting

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

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

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

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

1. Legal framework

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

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counterterrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)

- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2021) 'Academy trust handbook 2021'

Non-statutory guidance

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

Policies and documents

This policy operates in conjunction with the following TCAT and school-level policies:

- Children Missing Education Policy
- Child Sexual Exploitation (CSE) Policy
- Prevent Duty Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Data and Cyber-security Breach Prevention and Management Plan
- Pupils' Personal Electronic Devices Policy
- Data Protection Policy
- Photography and Images Policy
- Records Management Policy
- LAC Policy

- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Conduct for Learning (Behaviour) Policy

2. Roles and responsibilities

The Governing Board is responsible for:

- Understanding its safeguarding duties and keeping up to date with legislation and statutory guidance
- Making sure that the schools within TCAT have effective safeguarding policies and procedures in place and monitoring the implementation of these policies regularly
- Commissioning independent safeguarding audits of each school and TCAT as a whole once per year
- Receiving regular reports from the Executive Leader for Safeguarding and Inclusion on safeguarding to the Governing Board delegating operational responsibilities
- Taking strategic leadership responsibility for the TCAT's safeguarding arrangements
- Ensuring that every school within TCAT complies with its duties under the above child protection and safeguarding legislation
- Facilitating training opportunities across TCAT to ensure consistency in the level of training and expertise in safeguarding across the TCAT schools
- Ensuring that all Trustees receive appropriate safeguarding and child protection training upon induction into the role, and that this training is updated regularly thereafter
- Guaranteeing that the policies, procedures, and training opportunities in the schools within TCAT are effective and comply with the law at all times
- Guaranteeing that each school within TCAT contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- Confirming that TCAT's safeguarding arrangements take into account the procedures and practices of the relevant LA's as part of the inter-agency safeguarding procedures
- Understanding the local criteria for action and the local protocol for assessment for each school within TCAT and ensuring these are reflected in TCAT's policies and procedures
- Complying with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- Ensuring that staff in schools working directly with children read at least part one of KCSIE
- Ensuring that staff in schools who do not work directly with children read either part one or Annex A of KCSIE. **NB:** Individual schools within TCAT will assess which guidance will be most effective for their staff to safeguard and promote the welfare of children
- Ensuring that mechanisms are in place to assist staff in schools to understand and discharge their role and responsibilities in regard to safeguarding children

- Ensuring schools within TCAT appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- Ensuring schools within TCAT appoint one or more DDSLs to provide support to the DSL, and ensuring that they are trained to the same standard as the DSL and that the role is explicit in their job description(s)
- Ensuring each school within TCAT facilitates a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Where there is a safeguarding concern within a school that is part of TCAT, ensuring there are procedures in place to take the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- Ensuring systems are in place within TCAT for pupils to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible
- Ensuring that procedures are in place within TCAT so that staff have due regard to relevant data protection principles that allow them to share and withhold personal information
- Ensuring that a member of the Local Governing Body for each school within TCAT is nominated to liaise with the school's LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Executive Headteacher/CEO or another Governor.
- Guaranteeing that there are effective and appropriate policies and procedures in place in all schools within TCAT
- Ensuring all relevant persons are aware of the TCAT's safeguarding arrangements, including the Governing Board itself, and each school's DSL, DDSL(s) and SLT
- Making sure that pupils in each school are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhering to statutory responsibilities by ensuring pre-employment checks are conducted on all staff within TCAT who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that staff within TCAT are appropriately trained to support pupils to be themselves at school, e.g., if they are LGBTQ+
- Ensuring each school within TCAT has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems
- Guaranteeing that volunteers within TCAT are appropriately supervised
- Making sure that at least one person on any appointment panel within TCAT has undertaken safer recruitment training
- Ensuring that all staff within TCAT receive safeguarding and child protection training updates, e.g., emails, as required, but at least annually
- Certifying that there are procedures in place within TCAT to handle allegations against staff, supply staff, volunteers, and contractors
- Confirming that there are procedures in place within TCAT to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in

regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned

- Guaranteeing that there are procedures in place within TCAT to handle pupils' allegations against other pupils
- Ensuring that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff within TCAT
- Ensuring that procedures are in place to eliminate unlawful discrimination, harassment, and victimisation, including those in relation to child-on-child and teenage relationship abuse within TCAT
- Guaranteeing that there are systems in place for pupils to express their views and give feedback within TCAT
- Establishing an early help procedure and ensure all staff within TCAT understand the procedure and their role in it
- Appointing a Designated Teacher for LAC within each school to promote the educational achievement of LAC and ensure that this person has undergone appropriate training
- Ensuring that the Designated Teacher for LAC within the each school works with the Virtual School Head(s) (VSH) to discuss how the pupil premium funding can best be used to support LAC
- Introducing mechanisms to assist staff within TCAT in understanding and discharging their roles and responsibilities
- Making sure that staff members within TCAT have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements
- Ensuring TCAT has put in place appropriate safeguarding responses for pupils who go missing from a TCAT school, particularly on repeat occasions, to help identify any risk of abuse, neglect, or exploitation, and preventing the risk of their disappearance in future
- Ensuring that all members of the Governing Board have been subject to an enhanced DBS check
- Creating a culture within TCAT where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring that robust safeguarding records are kept in each school and the effectiveness of recordkeeping is monitored
- Acting in accordance with their obligations under the Human Rights Act 1998 the Equality Act 2010, and TCAT's local multi-agency safeguarding arrangements

All staff within TCAT and its schools have a responsibility to:

- Consider, at all times, what is in the best interests of the pupils in TCAT
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Provide safe environments in which pupils can learn
- Be prepared to identify pupils who may benefit from early help
- Be aware of TCAT's systems which support safeguarding, including any policies, procedures, information, and training provided upon induction
- Be aware of the role and identity of the DSL and DDSL(s) within the relevant school

- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated
- Receive and understand child protection and safeguarding (including online safety) updates, e.g., via email, as required, and at least annually
- Be aware of the local early help process and understand their role in it
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- Support social workers in making decisions about individual children, in collaboration with the DSL within the relevant school
- Be aware of and understand the TCAT's procedure to follow in the event that a pupil confides they are being abused, exploited, or neglected
- Maintain appropriate levels of confidentiality when dealing with individual cases
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe
- Speak to their school's DSL or DDSL(s) or the Executive Leader for Safeguarding and Inclusion if they are unsure about how to handle safeguarding matters
- Be aware of safeguarding issues that can put pupils at risk of harm
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm

The Designated Safeguarding Trustee is responsible for:

- Liaising with the Governing Board on an agreed basis with regards to safeguarding matters
- Undertaking any responsibilities delegated to them by the Governing Board
- Liaising with the Executive Leader for Safeguarding and Inclusion, and where necessary, the DSL in each school on an agreed basis regarding safeguarding matters
- Taking leadership responsibility for safeguarding arrangements within TCAT
- Ensuring that accurate and effective recordkeeping of concerns and incidents is in place

All teachers within TCAT, including The Executive Headteacher/CEO and Headteacher/Heads of School, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'
- Report, by law, any instances of FGM to the police
- Adhere to the guidance that a pupil may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful

The Executive Headteacher/CEO and Headteacher/Heads of School in each school throughout TCAT have a duty to:

- Ensure that the policies and procedures adopted by TCAT, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff
- Provide staff within TCAT with the appropriate policies and information upon induction

Across TCAT, DSL's have a duty to:

- Take lead responsibility for safeguarding and child protection within their school, including online safety
- Report on an agreed basis to the Governing Board via the Executive Leader for Safeguarding and Inclusion
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
- Ensure each member of staff within their school has access to and understands the TCAT Child Protection and Safeguarding Policy and Procedures – this will be discussed during the staff induction process
- Understand the importance of information sharing within TCAT, including within school, with the TCAT's other schools, and with the safeguarding partners, other agencies, organisations, and practitioners
- Adhere to any other school-level duties outlined in TCAT's Child Protection and Safeguarding Policy and Procedures and their job description
- Adhere to any safeguarding arrangements specified in TCAT's funding agreement

3. Sexual harassment and child-on-child abuse

Sexual harassment

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

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- Sexual “jokes” and taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos

- Sharing unwanted explicit content
- Upskirting
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion, and threats

Upskirting

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

Upskirting and sexual harassment will not be tolerated within TCAT or any of its schools. Pupils across TCAT’s schools will be allowed an open forum to talk about concerns and sexual behaviour. They will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of upskirting and sexual harassment will be managed at school level in line with the Child-on-Child Abuse Policy.

The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

Youth-produced sexual imagery and indecent imagery

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

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

The sharing of consensual and non-consensual nude or semi-nude images or videos will not be tolerated within TCAT or any of its schools. Pupils across TCAT’s schools will be allowed an open forum to talk about their concerns regarding sexual imagery. They will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of youth-produced sexual imagery will be managed at school level in line with the Youth-produced Sexual Imagery (YPSI) Policy. Indecent imagery that is not youth-produced sexual imagery will be managed at school level in line with the Child Protection and Safeguarding Policy and Procedures.

4. Multi-agency working

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

The schools within TCAT will be fully engaged, involved, and included in local safeguarding arrangements. Once TCAT and its schools are named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. Schools within TCAT will act in accordance with TCAT's safeguarding arrangements.

TCAT will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

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

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

Information sharing

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

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

Staff members within TCAT and its schools will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If school staff members are in doubt about sharing information, they will speak to their school's DSL or DDSL(s).

5. Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff within TCAT will be alert to the potential need for early help for pupils who:

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

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

The DSL in the affected school will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

The Governing Board or delegated authority will collaborate with the relevant LA's and external agencies to engage with the local early help process.

Staff within TCAT may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

6. Children missing from education

A child going missing from a school within TCAT is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation, or radicalisation.

Staff within TCAT will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to their school's DSL following normal safeguarding procedures, in accordance with their school's Children Missing Education Policy.

The school will inform the LA and TCAT of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

7. Child abduction and community safety incidents

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

The Governing Board will ensure that information about community safety incidents is shared across all schools within TCAT, especially those in close geographic proximity to one another.

Joint solutions and strategies will be implemented where a community safety incident impacts pupils at more than one school within TCAT.

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

8. Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff within TCAT will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

9. FGM

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

TCAT ensure that teachers within its schools are aware they are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action.

10. Radicalisation

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

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

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

Protecting pupils from the risk of radicalisation is part of TCAT’s wider safeguarding duties. Schools within TCAT will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. TCAT will ensure procedures are in place for staff to be made aware of changes in pupils’ behaviour which could indicate that they may need help or protection. TCAT will also ensure that staff can use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. TCAT and its schools will work together with local safeguarding arrangements as appropriate.

TCAT will ensure that schools engage with parents and families on the matter, as they are in a key position to spot signs of radicalisation. In doing so, TCAT will assist and advise schools in which family members raise concerns and provide information for support mechanisms.

The Prevent duty

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

TCAT’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in school-level Prevent Duty Policies.

11. Mental health

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

Staff within TCAT will not attempt to make a diagnosis of mental health problems and schools will ensure this is done by a trained mental health professional. Staff within all schools will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. TCAT will ensure that staff are also made aware of how pupils’ experiences can impact on their mental health, behaviour, and education.

Staff within TCAT and its schools who have a mental health concern about a pupil that is also a safeguarding concern are encouraged to act in line with this policy and speak to the DSL or DDSL(s).

TCAT will ensure its schools can access a range of advice to help staff members identify pupils in need of additional mental health support, including working with external agencies. It will also ensure that there is a wide variety of advice and support offered to its schools while ensuring an ethos that is positive towards being open about mental health is adopted and implemented in each school.

In all cases of mental health difficulties, the TCAT Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

12. Consensual and non-consensual sharing of indecent images and videos

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

Staff within TCAT will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-

nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

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

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

- Refrain from viewing, copying, printing, sharing, storing, or saving the imagery
- Inform the affected school's DSL immediately if they accidentally view an indecent image and seek support
- Explain to the pupil that the incident will need to be reported
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the school's DSL
- Report the incident to the school's DSL

TCAT's full response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in the Youth-Produced Sexual Imagery (YPSI) Policy.

13. Context of safeguarding incidents

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

14. Pupils potentially at greater risk of harm

Each school within TCAT recognises that some groups of pupils can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

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

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

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

Home-educated children

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

In line with the Education (Pupil Registration) (England) Regulations 2006, each school within TCAT will ensure it informs their LA of all deletions from the admissions register when a pupil is taken off roll.

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

LAC and PLAC

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

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

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

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

Further details of safeguarding procedures for LAC and PLAC are outlined in the TCAT LAC Policy.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff within TCAT and its schools will be aware of the following:

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

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil

with SEND, the DSL in the affected school will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

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

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

15. Use of school premises for non-school activities

Where a school within TCAT hires or rents out school facilities or school premises to organisations or individuals, e.g., for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe, including seeking approval from the Governing Board where required.

Where a school within TCAT provides the activities under the direct supervision or management of school staff, child protection arrangements will apply.

Where activities are provided separately by another body, this may not be the case; therefore, the Governing Board or delegated authority will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

The Governing Board or delegated authority will also ensure that there are arrangements in place to liaise with schools within TCAT on these matters where appropriate. The Governing Board or its delegated authority will ensure safeguarding requirements are included in any transfer of control agreement, i.e., a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

Extra-curricular activities and clubs hosted by external bodies, e.g., charities or companies, will work in collaboration with the schools in TCAT to effectively safeguard pupils and adhere to safeguarding arrangements.

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

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

16. Concerns about pupils

TCAT will approve and continuously monitor the procedures within each school for reporting concerns about pupils' welfare. Monitoring visits will be conducted by the Executive Leader for Safeguarding and Inclusion at least half-terminly, feeding back to the Designated Trustee for Safeguarding and will assess whether each school:

- Has clear procedures for staff to report concerns to their DSL
- Has clear procedures for their DSL to make referrals to their LA
- Has trained its staff members to understand their responsibilities in these procedures
- Has ensured all staff are aware of their obligations in relation to confidentiality and information sharing

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

TCAT recognises that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. TCAT is conscious of this when managing any incident and be prepared to use any term with which the individual is most comfortable.

TCAT adopts a zero-tolerance approach to child-on-child abuse, which is defined as abuse between children under the age of 18. The procedures for managing instances of child-on-child abuse will be held within each school and outlined in the Child-on-Child Abuse Policy.

17. Concerns about staff and safeguarding practices

If a staff member in a school within TCAT has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Executive Headteacher/CEO or the Executive Leader for Safeguarding and Inclusion. If the concern is with regards to the Executive Headteacher/CEO, it will be referred to the Chair of the Governing Board.

Any concerns regarding the safeguarding practices at TCAT will be raised with the SLT of the school, and the necessary whistleblowing procedures will be followed, as outlined in TCAT's Whistleblowing Policy. If a staff member feels unable to raise an issue with their school's SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285) or contact the Executive Leader for Safeguarding and Inclusion.

18. Allegations of abuse against staff

All allegations against TCAT staff, supply staff, volunteers and contractors will be managed in line with the relevant Allegations of Abuse Against Staff Policy and the procedures laid out by the TCA. TCAT will ensure its schools are equipped to manage all allegations against staff, including those who are not employees of schools within TCAT, and that the affected schools liaise with the relevant parties.

When managing allegations against staff, TCAT will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”.

Allegations that meet the harms threshold include instances where staff have:

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

Low-level concerns will be handled in line with TCAT’s Reporting Low-level Safeguarding Concerns Policy.

19. Communication and confidentiality

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

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

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

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

Depending on the nature of a concern, the DSL of the affected school will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. External agencies will be invited to these discussions where necessary.

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

20. Safer recruitment

TCAT's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children
- Regularly work in the school at times when children are on the premises
- Regularly come into contact with children under 18 years of age

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

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

The appropriate DBS and suitability checks will be carried out for all Trustees and Local Governors, volunteers, and contractors within TCAT.

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

Referral to the DBS

TCAT will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

21. Monitoring and review

This policy is reviewed at least annually by the Designated Safeguarding Trustee and the Executive Leader for Safeguarding and Inclusion on behalf of the Governing Board. This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.

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

Signed by:

_____	Executive Headteacher/CEO	Date: _____
_____	Chair of Governing Board	Date: _____

Staff Disqualification Declaration

Three Counties Academy Trust	Name of school (where applicable):
Name of staff member:	Position:

Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions, or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	

Specified and statutory offences

Have you ever been cautioned, reprimanded, given a warning for, or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for, or convicted of a similar offence in another country?	

Provision of information

If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.

Details of the order restriction, conviction, or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify the Executive Headteacher/CEO immediately of anything that affects my suitability to work within TCAT. This includes any cautions, warnings, convictions, orders, or other determinations made in respect of me that would render me disqualified from working with children.

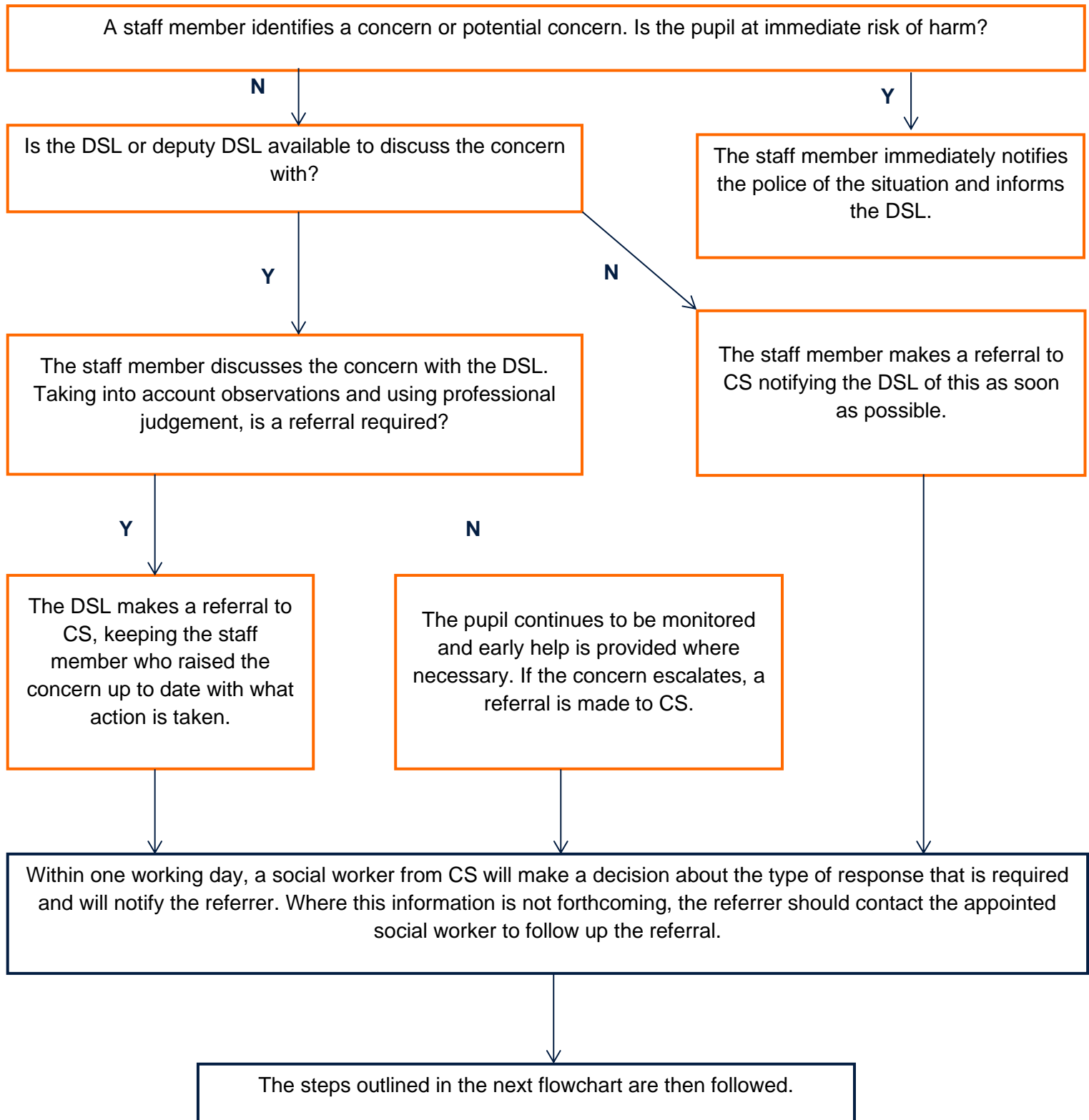
Signed:	
Print name:	
Date:	

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police, or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison, and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.