

Child Protection and Safeguarding Policy
2025-2026

The Bishop of Winchester Academy



Sapere Aude

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| Link Trustee | Mary O’Sullivan |
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| History | | | |
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| V | Date | Author Code | Revision Summary |
| 12 | 11.09.25 | TFA | 32.2.1 To reflect paragraph 135 of KCSIE, under ‘the 4 key categories of risk’, updated ‘content’ to include: Misinformation Disinformation (including fake news) Conspiracy theories 33.1 Changed ‘Google Bard’ to ‘Google Gemini’. Our school’s requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education’ - to reflect the name of Google’s AI chatbot and paragraph 143 of KCSIE Addition of control panel, content page and numbering system. |

A review date is not a sunset clause. The policy remains in place until such time as it has been reviewed or superseded by updated relevant statutory guidance.

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Important contacts

| Role/organisation | Name | Contact details |
|--|---|--|
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| Deputy DSL Education Social Worker (ESW) | Laura Baldwin | 07584 701 176 laura.baldwin@tbowa.org |
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| Local Authority Designated Officer (LADO) | | 01202 871 600 LADO@bcpcouncil.gov.uk |
| Chair of Trustees | David Thompson | 01202 512 697 (TBOWA office) |
| Safeguarding Link Trustee | Mary O’Sullivan | 01202 512 697 (TBOWA office) |
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| Mental Health Senior Leads | Jenny Nightingale Simmone Lewendon | jenny.nightingale@tbowa.org simmone.lewendon@tbowa.org |
| Online Safety Champion | Tanya Faramus | tanya.faramus@tbowa.org |
| Prevent Lead | Laura Baldwin | 07584 701 176 laura.baldwin@tbowa.org |
| Anti-bullying Champion | Tanya Faramus | tanya.faramus@tbowa.org |
| Channel helpline | | 020 7340 7264 |

Sponsors' Statement

All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long-term running of the academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities.

1. Introduction

- 1.1 As a Church of England Academy, the Christian ethos of love, respect, care and forgiveness for all members of the community, will be promoted throughout The Bishop of Winchester Academy. All students should be provided with a safe and secure learning environment, promoting a climate where students feel confident about sharing any concerns they have, enabling to achieve their full potential.
- 1.2 The Bishop of Winchester Academy fully recognises its responsibilities for safeguarding and child protection. The Bishop of Winchester Academy recognises that academy staff are in regular and frequent contact with children and therefore are particularly well placed to observe signs of abuse. The academy is aware of the responsibilities which all staff have about the protection of children from abuse and from inappropriate and inadequate care. Therefore, the academy is committed to reacting in accordance with the student's home Local Authority procedures in all cases where there is concern.

2. Our strong safeguarding culture

Why it is important

- 2.1 Safeguarding is everyone's responsibility, and it is the duty of The Bishop of Winchester Academy Trust to safeguard and promote the welfare of children. This is our core safeguarding principle.
- 2.2 In adhering to this principle, we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.
- 2.3 One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and trustees, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.
- 2.4 This policy should be read alongside our other safeguarding policies, which are set out in the control panel.

3. What it means for our students

- 3.1 We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child.
- 3.2 All our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any students or staff involved in child protection or safeguarding issue will receive appropriate support.
- 3.3 Our strong safeguarding culture ensures that we treat all students with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among students, and we set a good example by conducting ourselves appropriately.

- 3.4 Identifying safeguarding and child protection concerns often begin with recognising changes in students' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.
- 3.5 All our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe

4. Safeguarding legislation and guidance

4.1 This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), the [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

4.2 This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our trustees and principal should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

4.3 This policy also complies with our funding agreement and articles of association.

5. Roles and responsibilities

5.1 Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and trustees in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.2 The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

5.3 Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

The Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads

5.4 The designated safeguarding lead Tanya Faramus takes lead responsibility for safeguarding and child protection in the academy. The DSL duties include:

- 5.4.1 ensuring child protection policies are known, understood and used appropriately by staff
- 5.4.2 working with the board of trustees and governing body to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly
- 5.4.3 acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- 5.4.4 acting as a point of contact with the three safeguarding partners
- 5.4.5 making and managing referrals to children's social care, the police, or other agencies
- 5.4.6 taking part in strategy discussions and inter-agency meetings
- 5.4.7 liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff
- 5.4.8 making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements

5.5 Our Deputy DSLs are trained to the same level as the DSL and support the DSL with safeguarding matters on a day to day basis.

5.6 During term time, the DSL and DDSLs will be available during school hours for staff to discuss any safeguarding concerns.

5.7 The DSL can be contacted out of school hours if necessary, by email on safeguarding@tbowa.org

5.8 When the DSL is absent, the deputies –

Laura Baldwin, Education Social Worker
Simmons Lewendon, Deputy Vice Principal
Amanda Hooper, Vice Principal

will act as cover.

- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- transferring the child protection file to a child's new school

5.9 If the DSL or deputies are not available, Catherine Watson, Director of People and Culture, who holds DSL training, should be informed of any issues.

5.10 The DSL and deputies will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction
- Act as a lead practitioner for the local authority

5.11 The DSL and deputies will also keep the Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Principal

5.12 The Principal is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers:

- 5.12.1 Are informed of our systems which support safeguarding, including this policy, as part of their induction
- 5.12.2 Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- 5.12.3 Communicating this policy to parents/carers when their child joins the school and via the school website
- 5.12.4 Ensuring that the DSL and deputies have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- 5.12.5 Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- 5.12.6 Acting as or appointing the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- 5.12.7 Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Online Safety Champion

5.13 Our Online Safety Champion (Tanya Faramus) is trained to support the academy with any online safeguarding matters.

The Safeguarding Trustee

- 5.14 The role of the safeguarding trustee is to provide support and challenge to the DSL and the leadership of the academy on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:
- understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2025
 - supporting and challenging the DSL on the standards of safeguarding at the academy
 - confirming that consistent and compliant safeguarding practice takes place across the academy
- 5.15 The DSL, Deputies and the safeguarding trustee meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the academy.

The trust board

The trust board will:

- 5.16 Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- 5.17 Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- 5.18 Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our Academy's local multi-agency safeguarding arrangements
- 5.19 Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- 5.20 Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness.

This includes:

- 5.21 Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- 5.22 Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- 5.23 The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- 5.24 Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- 5.25 The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- 5.26 The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure

- 5.27 That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- 5.28 Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- 5.29 Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- 5.30 Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- 5.31 The chair of trustees will act as the 'case manager' if an allegation of abuse is made against the principal, where appropriate.
- 5.32 All trustees must read Part 1 of Keeping Children Safe in Education but should read the full document.

All Staff

All staff will:

- 5.33 Read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- 5.34 Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- 5.35 Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- 5.36 Provide a safe space for students who are LGBTQ+ to speak out and share their concerns.

All staff will be aware of:

- 5.37 Our systems which support safeguarding, including this child protection and safeguarding policy, staff policies, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- 5.38 The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

Staff Code of Conduct: (for safer working practice):

- 5.39 The academy is committed to positive academic, social and emotional outcomes for our students underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.
- 5.40 The Staff Code of Conduct sets out behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.
- 5.41 Teaching staff are additionally expected to act within the guidance of 'personal and professional conduct' section of the Teachers' Standards.

- 5.42 The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- 5.43 What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- 5.44 The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- 5.45 New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- 5.46 The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- 5.47 The fact that children can be at risk of harm inside and outside of their home, at school and online
- 5.48 The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- 5.49 That a child and their family may be experiencing multiple needs at the same time
- 5.50 What to look for to identify children who need help or protection

Copies of the policies and documents can be found in Q drive and on the Safeguarding noticeboard in the Admin corridor.

6. Definitions

- 6.1 **Safeguarding and promoting the welfare of children** means:
- Providing help and support to meet the needs of children as soon as problems emerge
 - Protecting children from maltreatment whether that is within or outside the home, including online
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
- 6.2 **Child protection** is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- 6.3 **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- 6.4 **Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

- 6.5 Sharing **of nudes and semi-nudes** (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.
- 6.6 Children include everyone under the age of 18.
- 6.7 The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

The chief officer of police for a police area in the LA area

- 6.8 Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
- 6.9 Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

7. Recognising abuse and taking action

- 7.1 Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice.
- 7.2 All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:
- Is disabled
 - Has special educational needs, whether or not they have a statutory education health and care plan (EHCP)
 - Is a young carer
 - Is bereaved
 - Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
 - Is frequently missing/goes missing from education, care or home
 - Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - Is at risk of being radicalised or exploited
 - Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol
 - Is suffering from mental ill health
 - Has returned home to their family from care
 - Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
 - Is a privately fostered child
 - Has a parent or carer in custody or is affected by parental offending
 - Is missing education, or persistently absent from school, or not in receipt of full-time education
 - Has experienced multiple suspensions and is at risk of, or has been permanently excluded

8. If a child is suffering or likely to suffer harm, or in immediate danger

- 8.1 Make a referral to local authority children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**
- 8.2 Tell the DSL **Tanya Faramus** as soon as possible if you make a referral directly.

9. If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
 - Stay calm and do not show that you are shocked or upset
 - Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
 - Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
 - Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Record information on MyConcern
- 9.1 If appropriate, make a referral to local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- 9.2 None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

10. If you discover that FGM has taken place, or a pupil is at risk of FGM

- 10.1 Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 10.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 10.3 Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth,
- Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.
- 10.4 Any **other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil** must speak to the DSL and follow our local safeguarding procedures.
- 10.5 The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

11. If you have concerns about a child

(as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

- 11.1 Figure 1 below, illustrates the procedure to follow if you have any concerns about a child's welfare.
- 11.2 Where possible, speak to the DSL first to agree a course of action.
- 11.3 If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
- 11.4 Make a referral to local authority children's social care directly.

12. Early help assessment

- 12.1 If an early help assessment is appropriate, the DSL/ESW will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- 12.2 We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.
- 12.3 The DSL/ESW will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

13. Referral

- 13.1 If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- 13.2 If you make a referral directly, you must tell the DSL as soon as possible.
- 13.3 The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- 13.4 If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

14. If you have concerns about extremism

- 14.1 If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- 14.2 If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.
- 14.3 Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.
- 14.4 The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees can call to raise concerns about extremism with respect to a pupil.

You can also email counter.extremism@education.gov.uk

Note that this is not for use in emergency situations.

- 14.5 In an emergency, call 999 or the confidential anti-terrorist hotline on **0800 789 321** if you:

Think someone is in immediate danger

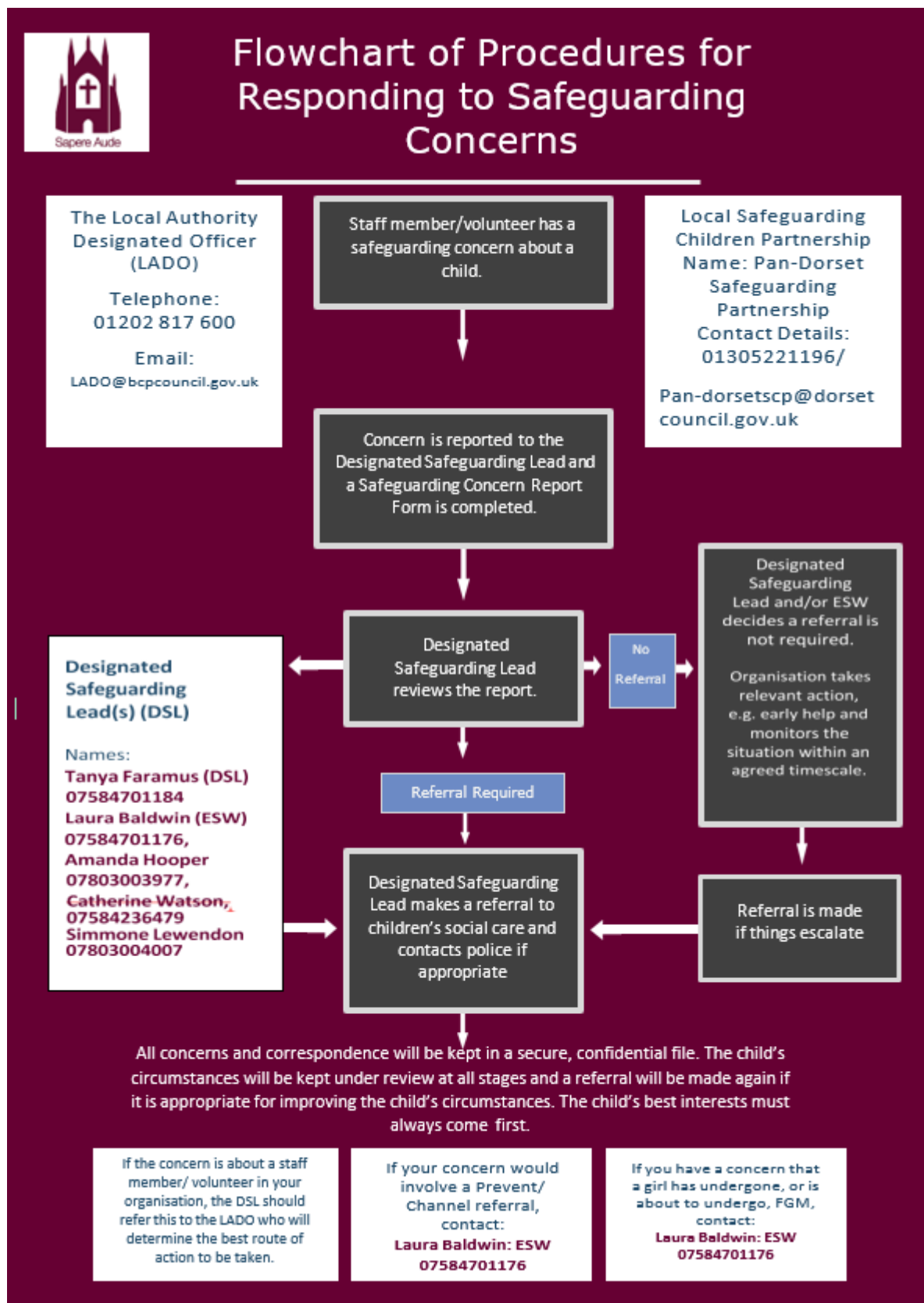
Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

15. Mental health

- 15.1 Schools have an important role to play in supporting the mental health and wellbeing of their pupils.
- 15.2 All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.
- 15.3 Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

Figure 1



16. Concerns about a staff member, supply teacher, volunteer or contractor

- 16.1 If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the DSL as soon as possible. If the concerns/allegations are about the headteacher, speak to the Chair of Trustees.
- 16.2 Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).
- 16.3 If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

17. Child on child abuse

- 17.1 Child on child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’. It is more likely that boys will be perpetrators of child-on-child abuse and girls’ victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.
- 17.2 All staff should be clear about the school’s policy and procedures for addressing child on child abuse.
- 17.3 Child on child abuse can take many forms, including:
- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
 - **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
 - **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
 - **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - **upskirting**, which involves taking a picture under a person’s clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
 - **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
 - **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
 - **initiation/hazing** – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond
- 17.4 Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- 17.5 All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

Minimising risk

- 17.6 We take the following steps to minimise or prevent the risk of child-on-child abuse:
- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries

- Using assemblies to outline acceptable and unacceptable behaviour
 - Using RE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
 - Ensuring that the school is well supervised, especially in areas where children might be vulnerable.
- 17.7 Diana Award - Being part of the Diana Award anti-bullying campaign with trained student ambassadors within the school. The ambassadors develop strategies and resources to enable the Academy environment to be a positive and safe space for all, with respect running through all aspects.

Investigating allegations

- 17.8 All allegations of child-on-child abuse should be passed to the Deputy DSL/Education Social Worker immediately who will investigate and manage the allegation as follows:
- 17.8.1 **Gather information** - children and staff will be spoken with to gather relevant information.
 - 17.8.2 **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The Deputy DSL/Education Social Worker will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection Policy.
 - 17.8.3 **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the student and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
 - 17.8.4 **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.
- 17.9 Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2025.
- 17.10 Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DDSL in accordance with this policy. To ensure children can report their concerns easily, the school has the following system in place for children to confidently report abuse:
- 17.11 If a student makes an allegation of abuse against another student:
- Staff must record the allegation on MyConcern and tell the DSL or deputy, but do not investigate it
 - The DSL/deputy will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
 - The DSL/deputy will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
 - The DSL/Deputy will contact the children and adolescent mental health services (CAMHS), if appropriate
 - If the incident is a criminal offence and there are delays in the criminal process, the DSL/Deputy will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

17.12 Creating a supportive environment in school and minimising the risk of child-on-child abuse We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

17.12.1 To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students can easily and confidently report abuse using our reporting systems (as described below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

17.12.2 Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL/deputy if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

17.13 Once reported staff will act immediately and report the information to the DSL/DDSL.

17.14 It is important to note that children may not find it easy to tell staff about abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. They may tell a friend, and they may report this to a member of staff, or a member of staff may overhear a conversation. The initial response to a report from a child is incredibly important, and all reports will be taken seriously.

17.15 All victims are reassured that they are being taken seriously regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that takes place outside of the

academy or online is treated equally as seriously. A victim is never given the impression that they are creating a problem by reporting the abuse and are never made to feel ashamed for making the report.

- 17.16 If possible two members of staff will be present, one of them being the DSL or DDSL, although this is not always possible.
- 17.17 All allegations will be treated seriously and information obtained in order that the correct form of action can be taken. In the case of online abuse, devices may be confiscated, but it is important that staff do not view or forward on illegal images. Information will be reported immediately to MASH police.
- 17.18 All victims will be listened to carefully, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- 17.19 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:
- the victim, especially their protection and support;
 - whether there may have been other victims,
 - the alleged perpetrator(s); and
 - all the other children, (and, if appropriate, adult students and staff) at the academy, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- 17.20 The DSL/DDSL will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above academy risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the academy's approach to supporting and protecting the student and updating their own.
- 17.21 All information will be collated and a decision made by the DSL/DDSL as to the next form of action.
- 17.22 All staff are aware that confidentiality cannot be promised, and that information must be shared with the appropriate people. Students will be reassured, and it made very clear that they are not in any trouble and that they will receive the appropriate support necessary to help them.

Supporting those involved

- 17.23 The support required for the student who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include some restorative justice work or counselling and mentoring.
- 17.24 Support may also be required for the student that caused harm. We will seek to understand why the student acted in this way and consider what support may be required to help the student and/or change behaviours. The consequences for the harm caused or intended will be addressed.

18. Notifying parents

- 18.1 The school will normally seek to discuss any concerns about a student with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

19. Referral to children's social care

- 19.1 The DSL/ESW will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

20. Reporting directly to child protection agencies

- 20.1 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the principal or the chair of trustees are not available, and a referral is required immediately.

21. Confidentiality and sharing information

- 21.1 Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the DSL, Principal or Chair of Trustees.

Sharing information

- 21.2 Where there is good reason to do so, the DSL/ESW/DPO may share information *without* consent with the appropriate authorities and will record the reason for deciding to do so.
- 21.3 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.
- 21.4 Information sharing decisions will be recorded, whether or not the decision is taken to share.
- 21.5 The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Data Protection Officer.

Storing information

- 21.6 Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.
- 21.7 We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

22. Special Circumstances

Looked after children

- 22.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
 - The DSL has details of children's social workers and relevant virtual school heads
- 22.2 We have appointed a designated teacher, Tanya Faramus (DSL) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.
- 22.3 The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.
- 22.4 As part of their role, the designated teacher will:
- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
 - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Children who have a social worker

- 22.5 Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- 22.6 The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- 22.7 Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
- Responding to unauthorised absence or missing education where there are known safeguarding risks
 - The provision of pastoral and/or academic support

Work Experience

- 22.8 The academy operates work experience programmes in line with the organisational guidance provided by Dorset Careers Hub and utilises the documents provided by them to set expectations for risk assessment, induction and relevant health and safety training, and to gain employer agreement and parent and student consent. Employers and parents are provided with a copy of the Dorset Careers Hub Toolkit documents. Students are supported with the work experience process through assembly and mentor briefings and can seek advice or support from the Aspirations, Careers & Work Experience Lead. All documents are available on the academy website at <https://www.tbowa.org/careers/useful-links/work-experience>

Private fostering arrangements

- 22.9 A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
- 22.10 Where a member of staff becomes aware that a student may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.

23. Record-keeping

- 23.1 We will hold records in line with our records retention schedule.
- 23.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded. If you are in any doubt about whether to record something, discuss it with the DSL.
- 23.3 Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- 23.4 Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- 23.5 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely (within 5 days for an in-year transfer or within the first 5 days of a new term), and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- 23.6 All safeguarding concerns are now logged onto My Concern. Files will be electronically transferred to receiving schools/colleges if they have this system.
- 23.7 Records are logged on paper and stored securely on the child's safeguarding file, and electronically to My Concern
- 23.8 All safeguarding information is kept in a locked cabinet in the Deputy Safeguarding Leads office
- 23.9 Only Designated Safeguarding Leads have access to Safeguarding information. This information is held in the Deputy Safeguarding Leads office.
- 23.10 Information is shared with outside agencies through secure encrypted email or in meetings with the appropriate professionals. Information is only shared with parental permission or when a child or person is believed to be at significant risk of harm if information is not shared.

24. Children with special educational needs and disabilities

- 24.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation than other children;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- 24.2 Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded and our SENCO and deputy SENCO are deputy DSLs.

25. Children missing education

- 25.1 Children missing education, particularly repeatedly, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.
- 25.2 We closely monitor attendance, absence and exclusions and our Deputy DSL/Education Social Worker will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The academy will follow the PAN Dorset procedures.

26. Drugs

- 26.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action when appropriate. Specifically, when there is evidence or reasonable cause to believe:
- the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
 - that the student's drug-related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults
 - the misuse is suspected of being prompted by serious parent/ carer drug misuse.
- 26.2 In general, we would look to discuss issues with the parents and look to make a referral to WAWY (We Are With You) with the students agreement.

Parents

- 26.3 Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:
- the parental misuse is regarded as problematic (i.e. multiple drug use including injection).
 - a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse.
 - children are not being provided with acceptable or consistent levels of social and health care.
 - children are exposed to criminal behaviour.
 - children have a particular health or welfare need that may not be fully met as a result of substance misuse by parents/carers.
- 26.4 After discussion with outside agencies, parents and the student a referral to EDAS may be made.

27. Serious violence

- 27.1 All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.
- 27.2 All staff are made be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

28. Child criminal exploitation (CCE) and child sexual exploitation (CSE)

28.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

- Age
- Gender
- Sexual identity
- Cognitive ability
- Physical strength
- Status
- Access to economic or other resources

28.2 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

Child Criminal Exploitation (CCE)

28.3 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

28.4 Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

28.5 Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

28.6 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

28.7 The academy has been involved in the local police initiative in raising awareness of these areas as well as the threat posed by gangs and youth violence. The pastoral system is vigilant to this and aware of the possible social issues it presents. As an academy we are aware of the government guidelines, and staff can refer to the following link for advice on preventing and dealing with gang violence: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

28.8 Where we are concerned that a student is at risk of exploitation, we work with local partner agencies to risk assess the student and provide support to reduce the risk

CCE Indicators

28.9 CCE indicators can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs or alcohol
- go missing for periods of time or regular return home late
- regularly miss school or education or do not take part in education

29. Child sexual exploitation (CSE)

- 29.1 CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.
- 29.2 CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- 29.3 CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- 29.4 Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

CSE Indicators

- 29.5 The above indicators can also be indicators of **CSE**, as can children who:
- have older boyfriends
 - suffer sexually transmitted infections or become pregnant
- 29.6 We include the risks of criminal and sexual exploitation in our PSHE and RE curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.
- 29.7 Victims of criminal and sexual exploitation can be boys or girls, and it can have an adverse impact on a child's physical and emotional health.
- 29.8 All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the Deputy DSL/Education Social Worker. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.
- 29.9 The school works closely with BCP CYPSC (BCP Children and Young People's Social Care), the Police and parents to identify and reduce the risk to young people vulnerable to CSE and put in mechanisms of support to decrease the risk of sexual exploitation. The academy follows the Pan Dorset guidance by using the CSE risk assessment matrix to identify students at risk. Pastoral staff have received training on using CSE matrix. It also liaises closely with the Police to highlight risky behaviour of individuals and groups by using the CSE information sharing report which is sent directly to police intelligence. Close liaison and intelligence sharing will be maintained with the local authority around students discussed at the Pan Dorset CSE intelligence meeting where students at high risk are discussed and appropriate support is put in place. Relevant staff are informed of students who are victims of CSE and support is put in place for students as per guidance from Pan Dorset. Staff are regularly updated with signs and symptoms of CSE and students are informed how to keep themselves safe through PSHE, outside speakers and the pastoral system. Awareness is raised with parents and advice is provided through regular communication with pastoral staff.

30. County lines

- 30.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited

to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

- 30.2 County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child.
- 30.3 Children can be targeted and recruited into county lines in a number of locations, including schools and colleges.
- 30.4 Additional specific indicators that may be present where a child is criminally exploited include children who:
- go missing and are subsequently found in areas away from home
 - have been the victim or perpetrator of serious violence (e.g. knife crime)
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
 - are found in accommodation with which they have no connection or in a hotel room where there is drug activity
 - owe a 'debt bond' to their exploiters
 - have their bank accounts used to facilitate drug dealing.
- 30.5 All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

31. Sharing nudes and semi-nudes

- 31.1 Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.
- 31.2 The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', 'youth produced sexual imagery' and 'youth involved sexual imagery'.
- 31.3 The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:
- 31.4 children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- 31.5 children and young people digitally manipulate an image of a young person into an existing nude online
- 31.6 images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame
- 31.7 All incidents involving nude or semi-nude images will be managed as follows:
- 31.7.1 If an allegation is made that inappropriate images have been sent, staff should not examine mobile phones, cameras, computers or any other device in order to ascertain whether such images have been stored on them. This matter should be referred directly to the DDSLs.

- 31.7.2 The incident will be referred to the Deputy DSL/Education Social Worker immediately and the Deputy DSL/Education Social Worker will discuss it with the appropriate staff. If necessary, the Deputy DSL/Education Social Worker may also interview the children involved.
 - 31.7.3 Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
 - 31.7.4 At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.
- 31.8 The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - UKCIS advice 2020 . The school will have regard to this advice when managing these issues.

32. Online safety

- 32.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk.

To address this, the Academy aims to:

- 32.1.1 Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and trustees
 - 32.1.2 Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
 - 32.1.3 Set clear guidelines for the use of mobile phones for the whole school community
 - 32.1.4 Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- 32.2 Online safety risks can be categorised into four areas of risk:
- 32.2.1 **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, misinformation, disinformation (including fake news), conspiracy theories, antisemitism, radicalisation and extremism
 - 32.2.2 **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
 - 32.2.3 **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
 - 32.2.4 **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
- 32.3 All staff are aware of these risk areas and should report any concerns to the Online Safety Champion.
- 32.4 To meet our aims and address the risks above, we will:
- 32.4.1 Educate pupils about online safety as part of our curriculum.
For example:

- 32.4.2 The safe use of social media, the internet and technology.
- 32.4.3 Keeping personal information private.
- 32.4.4 How to recognise unacceptable behaviour online.
- 32.4.5 How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim.
- 32.4.6 Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- 32.4.7 Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- 32.4.8 Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- 32.4.9 Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- 32.4.10 Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- 32.4.11 Make all pupils, parents/carers, staff, volunteers and trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- 32.4.12 Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- 32.4.13 Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- 32.4.14 Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. At the Academy we use Smoothwall.
- 32.4.15 Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- 32.4.16 Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- 32.4.17 Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

33. Artificial intelligence (AI)

- 33.1 Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.
- 33.2 The academy recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- 33.3 The academy will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.
- 33.4 Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

34. Domestic abuse

- 34.1 The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.
- 34.2 Domestic violence abuse is any incident or pattern of incidents 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. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.
- 34.3 Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.
- 34.4 Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have long lasting negative impact on children a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 34.5 Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL/DDSL through Operation Encompass (see Appendix 3). The school receives information from the police to alert the safeguarding team in the school when there has been an incident of domestic abuse. This allows the school to monitor and support the student. If we have additional concerns, we will discuss the need for further safeguarding actions with social care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the student's welfare, such as the Mentor or Head of Year. Where a multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting. This ensures that the school has up to date safeguarding information about the child.
- 34.6 All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the Deputy DSL/Education Social Worker.

35. Pupils who are lesbian, gay, bisexual or gender questioning

- 35.1 The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.
- 35.2 We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.
- 35.3 We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL/ESW/ or Head of Year.
- 35.4 When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.
- 35.5 When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism (ASD) and/or attention deficit hyperactivity disorder (ADHD).
- 35.6 We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm

to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

- 35.7 Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

36. Honour-based abuse

- 36.1 So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.
- 36.2 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take. If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead or deputies, who will activate local safeguarding procedures.

37. Female genital mutilation

- 37.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.
- 37.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

38. Forced marriage

- 38.1 From February 2023, it is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages', as well as legal marriages.
- 38.2 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.
- 38.3 Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.
- 38.4 Forced marriage is not the same as arranged marriage, which is common in many cultures.
- 38.5 If staff are concerned that a child may be at risk of forced marriage, they should speak to the DSL/DDSLs.

39. Radicalisation and extremism

- 39.1 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

- 39.2 Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- 39.3 Terrorism is an action that:
- Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system
 - The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 39.4 Schools have a duty to prevent children from being drawn into terrorism. The DSL/Deputy will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.
- 39.5 The academy will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.
- 39.6 The academy will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.
- 39.7 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.
- 39.8 Staff will be alert to changes in students' behaviour.
- 39.9 The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
 - Becoming susceptible to conspiracy theories and feelings of persecution
 - Changes in friendship groups and appearance
 - Rejecting activities they used to enjoy
 - Converting to a new religion
 - Isolating themselves from family and friends
 - Talking as if from a scripted speech
 - An unwillingness or inability to discuss their views
 - A sudden disrespectful attitude towards others
 - Increased levels of anger
 - Increased secretiveness, especially around internet use
 - Expressions of sympathy for extremist ideologies and groups, or justification of their actions
 - Accessing extremist material online, including on Facebook or Twitter
 - Possessing extremist literature
 - Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
 - Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
- 39.10 If staff are concerned about a student, they will follow our procedures set out in section 'Recognising Abuse and Taking Action. If you have concerns about extremism' of this policy, including discussing their concerns with the DSL/Deputy.
- 39.11 Staff should **always** take action if they are worried.

39.12 Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including behaviour policy, e-safety policy.

40. Staff/student relationships

40.1 Staff are aware that inappropriate behaviour towards students is unacceptable. It is a criminal offence for them to engage in any sexual activity with a person under the age of 18. Staff should also be aware that under the Sexual Offences Act 2003 any sexual relationship between someone who is in a position of trust, such as a teacher and a person to whom that trust extends, is criminal.

40.2 We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with students. It is considered a serious disciplinary issue if staff breach these rules.

40.3 Our Staff Safeguarding Checklist sets out our expectations of staff and is signed by all staff members.

41. Allegations and concerns raised in relation to staff, supply staff, contractors and volunteers

41.1 If an allegation is made against a member of staff, including supply staff, contractor or a volunteer, our set procedures must be followed. Our allegations against staff policy and procedure can be accessed in the Q drive and the full procedure for managing such allegations are set out in Part Four of Keeping Children Safe in Education 2025.

41.2 Allegations made against staff who no longer work at the school will be reported to the police.

42. Managing low-level concerns about adults

42.1 The academy operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the staff Code of Conduct (available on the Q drive), including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

42.2 All low-level concerns will be reported to the Principal/Vice Principal; low-level concerns about the Principal will be reported to the Chair of Trustees. These concerns will be dealt with in accordance with the Allegations of Abuse policy (available on the Q drive).

42.3 Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the academy's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

43. Whistle blowing if you have concerns about a colleague

43.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Vice Principal, unless the complaint is about the Vice Principal, in which case the concern should be reported to the Principal, or if about the Principal, to the chair of trustees.

43.2 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

43.3 If a staff member feels unable to raise an issue with the Principal as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline

- Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk
- A member of the governing body: David Thomson, Chair of Trustees
- The academy's whistleblowing policy (which can be accessed in the Q drive) allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

44. Staff training

- 44.1 Our staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our students.
- 44.2 New staff, trustees and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our Staff Safeguarding Checklist, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.

45. Induction

- 45.1 The welfare of all our students is of paramount importance. All staff including trustees and volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- 45.1.1 Plan of support for individuals appropriate to the role for which they have been hired
- 45.1.2 Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct
- 45.1.3 Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- 45.1.4 Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

46. Safeguarding training

- 46.1 This training is for all staff and is delivered annually to ensure staff understand their role in safeguarding. Any member of staff absent at this whole school session will undertake this statutory training requirement on their return. The training is available to all staff, trustees and volunteers on demand through The National College.
- 46.2 In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety, and this is updated as necessary.
- 46.3 All information is on the Q drive and Safeguarding notice board.

47. Advanced training

- 47.1 The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs & PAN Dorset Safeguarding Hub.

Safer Recruitment

- 47.2 At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum. As an academy we also complete an annual staff suitability declaration sought from staff which is used as an additional safeguarding measure for safer recruitment.

Preventing Radicalisation

- 47.3 All staff undertake Prevent awareness training.

Staff support

- 47.4 Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a member of the Academy Leadership Team and to seek further support as appropriate.

Trustees

- 47.5 As well as the school's safeguarding induction programme, trustees are encouraged to the academy annual safeguarding and child protection training. In addition, trustees may attend additional training for trustees provided by Salisbury Diocese.

48. Safer recruitment

- 48.1 The governing body and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2025 and the local safeguarding partner arrangements.
- 48.2 We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2025. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
- 48.3 When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.
- 48.4 The school maintains a single central record of recruitment checks undertaken. Our recruitment policy and procedures can be accessed in the Q drive.

49. Site security

- 49.1 Visitors are asked to sign in at reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.
- 49.2 Visitors will be provided with key safeguarding information including contact details of safeguarding personnel in the academy.
- 49.3 Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff, school nursing staff, Ofsted) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the academy. Careful consideration is given to the suitability of any external organisations. The academy will complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

- 49.4 If the visit is unscheduled and the visitor is unknown to the academy, we will contact the relevant organisation to verify the individual's identity, if necessary.

50. Child protection procedures

A culture of listening to children

- 50.1 We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.
- 50.2 Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our students. We regularly gather student voice via forums and surveys, this data informs our practice and policies. Students are also able to speak freely with their Mentors, Head of Year or our Wellbeing Staff, Educational social worker or our school councillors.

Curriculum – teaching about safeguarding

- 50.3 Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.
- 50.4 We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:
- 50.4.1 Developing student self-esteem and communication skills
 - 50.4.2 Developing strategies for self-protection including online safety
 - 50.4.3 Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Remote learning

- 50.5 If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply.
- 50.6 We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

The use of 'reasonable force' in school

- 50.7 There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The academy follows DfE advice for schools which is available at [Use of Reasonable Force in Schools](#).
- 50.8 All staff will follow our behaviour policy and all students are encouraged to follow these expectations to reduce the need for 'use of reasonable force.' Staff will work in collaboration with students and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

51. Appendix one - four categories of abuse

- 51.1 It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.
- 51.2 All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Physical abuse

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

Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Emotional abuse

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

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

Sexual abuse

51.5 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- Isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- Self-harm
- Substance abuse
- Acquire gifts such as money or a mobile phone from new 'friends'

Neglect

51.6 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

52. Appendix two – Operation Encompass



**OPERATION
ENCOMPASS**
In every force. In every school. For every child.

OUR KEY ADULTS ARE:

Tanya Faramus (DSL)

Simmone Lewendon (DDSL)

Laura Baldwin (DDSL/ESW)

Operation Encompass Safeguarding Statement

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school soon after they have been called to a domestic incident.

All Key Adults (DSL/DDSL) have attended an Operation Encompass local briefing as well as national online training.

Our parents are fully aware that we are an Operation Encompass school.

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

The Key Adult has also led briefings for all school staff and trustees about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

The Safeguarding Trustee will report on Operation Encompass in the termly report to trustees. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.