



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Child Protection and Safeguarding Policy 2024/25

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1. Safeguarding Policy Principles

1.1. This policy has been authorised by the Trustees of Astrea Academy Trust, is published on the Academy website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the Academy, for example on an educational visit. It also applies where there is Early Years Foundation Stage (EYFS) provision and Post-16 provision.

1.2. *Keeping Children Safe in Education 2024* defines safeguarding and promoting the welfare of children as:

- 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; and
- taking action to enable all children to have the best outcomes.

1.3. Every pupil should feel safe and protected from any form of abuse. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in Part one: Paragraph 2 of *Keeping Children Safe in Education (2024)*: "Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interest of the child**".

1.4. The Academy will take all reasonable measures to cultivate and maintain an open and positive culture of safeguarding that puts pupils' interests first. This includes:

1.5. remaining vigilant, maintaining an attitude of 'it could happen here';

1.6. Adopt a child-centred approach, ensuring that there is a 'listening culture' to empower all children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies;

1.7. Ensure that we practise safer recruitment in checking the suitability of staff, and volunteers (including Trustees, local committee members, and staff employed by another organisation) to work with children and young people and maintain an up-to-date Single Central Record in line with *Keeping Children Safe in Education (2024)*. Hiring managers will conduct an online search for shortlisted candidates, to help identify any incidents or issues which may raise concerns about the individual working with children. The hiring managers will have the opportunity to explore findings with the applicant at the interview. Hiring managers will utilise the Trust guidance on online searches and have the central Safeguarding and HR teams available for guidance on individual circumstances. The Astrea Safer Recruitment Onboarding Checklist outlines the relevant checks completed for new recruits.

1.8. Ensure that where staff from another organisation are working with our pupils, on-site or on another site, we obtain written confirmation that appropriate child protection checks and procedures have been completed on those staff (including Alternative Provision and Tutoring services). This includes an appropriate staff member visiting the AP setting and completing the Astrea AP Quality Assurance Checklist ahead of the child being enrolled and as well as ongoing visits and communication with the setting and the student. See Part 10.10 of this policy.

1.9. Follow the local inter-agency procedures of the Barnsley Metropolitan Borough Council Safeguarding Partnership (three safeguarding partners: the local authority, the Integrated Care System (ICS, previously CCG) and the Chief Officer of Police);

1.10. Be alert to signs of abuse and neglect or exploitation, both in the Academy, and from outside (including within the community, at home and online) and to protect each child from any form of abuse, whether from an adult or another child (child on child abuse);

1.11 Deal appropriately with every suspicion or disclosure of abuse and to support children who have been abused or are considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help (or equivalent plan);

1.12. Be aware that behaviours linked to issues such as drug taking and or alcohol misuse, being absent from education, and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk of significant harm;

1.13. Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol, and substance misuse;

1.14. Be alert to the medical and wellbeing needs of children with physical and mental health conditions;

1.15. Design and operate procedures which, so far as possible, ensure that teachers and others who have not done wrong are not prejudiced by false allegations;

1.16. In line with *the Prevent Duty 2023 and section 26 of the Counter-Terrorism and Security Act 2015*, have 'due regard to the need to prevent people from being drawn into terrorism'. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

1.17. Identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

1.18. Identify children who may be vulnerable to exploitation (criminal, including through county lines and sexual), and know what to do when they are identified;

1.19. Teach pupils about contextual safeguarding including online safety and mental health, through the Personal Development, PHSE an RSE curriculum, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help;

1.20. Take all practicable steps to ensure that Academy premises are as secure as circumstances permit;

1.21. Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our Academy or our local area (contextual safeguarding);

1.22. Ensure all staff understand that they are responsible for reporting all safeguarding and child protection concerns that they become aware of. Staff must report to the Designated Safeguarding Lead (or deputy) and document all concerns and actions taken into CPOMS or otherwise as directed by the DSL. Staff will be provided with training on how and when to use the reporting system by the Designated Safeguarding Lead upon Induction and annually thereafter.

1.23 Take particular care to consider the safety and wellbeing of children who present as gender questioning. When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child).¹ This consideration should include how to address wider vulnerabilities such as bullying. For further guidance schools should consult the Supporting Gender Questioning Scholars document.

2.1. This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

Guidance Documents:

- [Keeping Children Safe in Education 2024](#)
- [Working Together to Safeguard Children 2023](#)
- [Statutory Framework for the Early Years Foundation Stage 2023](#)
- [What to do if you are worried a child is being abused: advice for practitioners 2015](#)
- [Information Sharing: Advice for practitioners providing safeguarding services](#)
- [Prevent duty guidance: Guidance for specified authorities in England and Wales 2023](#)
- [The Prevent duty: an introduction for those with safeguarding responsibilities 2023](#)
- [Suspension and permanent exclusion guidance DfE 2023](#)
- [Working together to improve school attendance 2024](#)
- [Multi-Agency statutory guidance on female genital mutilation 2016 \(updated 2018\)](#)
- [Female Genital Mutilation Guidance for Schools July 2019](#)
- [Teaching Online safety in Schools June 2019](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)
- [RSE Guidance 2020](#)
- [Behaviour in schools DfE 2022](#)
- [Children Missing Education 2016](#)
- [The Designated teacher for Looked after and previously Looked after children February 2018](#)
- [Child Sexual exploitation: Definition and guide for practitioners 2017](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#)

¹ Para 208 KCSiE

- [The Children Act 2004](#)
- [The Children Act 1989](#)
- [Section 175 of the Education Act 2002](#)
- [Section 94 of the Education and Skills Act 2008](#)
- [Sections 29 and 38 of the Counter-Terrorism and Security Act 2015](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [The Children Act 1989](#)
- [Female Genital Mutilation Act 2003](#)
- [The Children and Families act 2014](#)
- [The Children and Social Work Act 2017](#)
- [Disqualification under the Childcare Act \(2006\) July 2018](#)
- [Help, protection, education: concluding the Children In Need Review June 2019](#)

2. Associated policies

3.1 This Policy should be read alongside the Academy's:

- Online Safety Policy
- Behaviour Policy
- Staff Code of Conduct/Behaviour Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Confidentiality and Data Protection Policy
- Relationships, Sex and Health Education Policy
- Acceptable Use of IT Policy
- Equal Opportunities Policy

3.2 And linked Astrea Academy Trust policies:

- Recruitment Policy
- Inclusion Policy
- Primary Attendance Policy / Secondary Attendance Policy
- Whistleblowing Policy
- Exclusions Policy
- Online Safety Policy

3. The Designated Safeguarding Lead

4.1 The Academy has appointed a senior member of staff with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to safeguarding, child protection, and welfare.

4.2 The Designated Safeguarding Lead for the Academy site is:

Katie.adamski@astreacarrfield.org
01709 893121

4.3 The main responsibilities of the Designated Safeguarding Lead are set out in Annex C , Keeping Children Safe in Education 2024



4.4 If the Designated Safeguarding Lead is unavailable the Deputy Designated Safeguarding Lead will carry out their duties. The Deputy Designated Safeguarding Lead(s) is/are:

Cheryl Ramsbottom – Safeguarding and families Officer – 01709 893121

Andy Morton – Vice Principal – 01709 893121

Ashleigh Reasbeck – SENDCo – 01709 893121

4.5 In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable. However, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this lead responsibility cannot be delegated.

4.6 Either the DSL or deputy must be available to staff and pupils during the school day, either directly or by telephone. If the DSL is 'off-site', this must be communicated to all staff. If both the DSL and Deputy DSL are not available, staff should share concerns with another member of the senior leadership team who should contact Astrea Head of Safeguarding or Trust Safeguarding Officer immediately, should further advice/support be needed (see contact page for details).

4.7 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s) must have completed, or be on the pathway to completing the Local Authority Designated Safeguarding Lead training (including local inter-agency working), to provide them with the knowledge and skills required to carry out the role, and must attend full refresher training at two-yearly intervals (minimum)

4.8 At least one member of the Academy Safeguarding Team must attend the Astrea Safeguarding Networks which cover updates on key contextual safeguarding issues, statutory guidance and locality support opportunities.

4.9 The Designated Safeguarding Lead (as a minimum) should also have undertaken Prevent training and Online Safety training, and be able to support the school with regards to their requirement under the Prevent Duty.

4. Duty of Employees, Trustees, and Volunteers

5.1 Every employee, trustee, and local committee member of the Academy as well as every volunteer who assists the Academy is under a general legal duty:

5.1.1 To protect children from abuse and neglect **or exploitation**;

5.1.2 To be aware of the Academy's child protection procedures and follow them;

5.1.3 To know how to access and implement the Academy's child protection procedures, independently if necessary;

5.1.4 To keep a sufficient record of any significant complaint, conversation, or event in accordance with this policy; and

5.1.5 To report any matters of concern to the Designated Safeguarding Lead.

5.2 Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the Academy if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to their contract of employment in respect of their ongoing duty to update the Academy.

5.3 The Board of Trustees ensures there are clear lines of accountability through the Astrea Safeguarding Quality Assurance Framework, which is completed and reviewed annually.

5.4 The Board of Trustees ensures that the Academy's safeguarding arrangements consider the procedures and practices of the Local Safeguarding Partners and *Keeping Children Safe in Education 2024*.

5.5 The Board of Trustees will ensure that there are procedures and policies in place to support timely and appropriate action to be taken to safeguard a child and promote their welfare, and that regularly updated training takes place with all staff and volunteers.

5.6 The Board of Trustees will ensure that Safer Recruitment principles are adhered to in accordance with *Part 3, Keeping Children Safe in Education 2024*.

5.7 All significant incidents will be reported to the Trustees by the Head of Safeguarding. All serious incidents should trigger a post-incident review with the support of the Central Safeguarding Team and Regional Director. Through the Trust Governance structure, Trustees will confirm that these processes are in place.

5.8 A designated teacher is appointed by the Principal to promote the educational achievement of children who are looked after and previously looked after (**see contact page for details of the designated teacher for LAC**). As the central point of contact for the school, the designated teacher will ensure appropriate and timely liaison with the Virtual School and where appropriate, the Virtual School Head.

5.9 The Trustees will ensure that staff have the skills, knowledge, and understanding necessary to keep looked after children safe. In particular, they will ensure that the information they need in relation to the child's looked after status, their care arrangements, and the levels of authority delegated to the carer by the authority looking after them, is made available to them.

6. Guidance for staff and volunteers on suspecting or hearing a disclosure of abuse / responding to a cause for concern.

6.1 A member of staff, supply staff or volunteer suspecting or hearing a disclosure of abuse (including child-on-child abuse and Online safety concerns):

6.2 Must listen carefully to the child or young person and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place.

6.3 Must not ask leading questions, i.e., a question which suggests its own answer;

6.4 Must reassure the child or young person but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and

6.5 Staff are not to view or forward illegal images of a child.

6.6 Staff must keep a sufficient written record of the conversation or concern within CPOMS. The record should include:

- the date and time;
- the location that the conversation or concern took place;
- a clear and comprehensive summary of the concern, including the child's voice where possible;
- details of how the concern was followed up and resolved;
- a note of any actions taken, decisions reached and the outcome.

6.7 The CPOMS log must clearly outline those involved using initials for students and full names and roles of professionals and family members.

6.8 If there is an immediate child protection matter, staff must inform the Designated Safeguarding Lead (or deputy) verbally, as soon as possible and follow up with a CPOMS log.

6.9 If any other forms of evidence are gathered by any other means, for example, scribbled notes, mobile phones containing text messages, clothing or via school computers, these must be safeguarded and preserved and passed directly to the Designated Safeguarding Lead without delay.

6.10 All suspicions or disclosures of abuse must be reported to the Designated Safeguarding Lead as soon as possible unless it is an allegation against a member of staff in which case the procedures set out in **Appendix 3** should be followed.

6.11 If there is a risk of serious harm to a child or young person a referral should be made to Children's Social Care immediately and Police where required.

6.12 Anybody can make a referral. If the child or young person's situation does not appear to be improving, the staff member with concerns should press for re-consideration **and raise a professional challenge through the local procedures where appropriate.**

6.13 Weekly 7-day report monitoring will be undertaken to review all entries into CPOMS, conducted by the Principal and DSL.

7. Training

7.1 Safeguarding Induction

7.1.1 The DSL must meet with any new member of staff, including temporary staff and volunteers, to provide a safeguarding induction that includes:

- This policy;
- The staff [Code of Conduct / Staff Behaviour Policy / Handbook] including the whistleblowing policy, staff social media / AUP Policy, and the Behaviour Policy;
- Role of the Designated Safeguarding Lead and his / her identity and contact details together with that of his / her Deputy;
- Safeguarding procedures in response to children who go missing (as outlined in Appendix 4 of this policy);
- A copy of 'Part 1 and Annex B of Keeping Children Safe in Education 2024'
- Training on how to use the CPOMS record keeping system

7.1.2 The Trust Safeguarding Officer will meet with any new central team member who is likely to work in regulated activity with children, to provide a safeguarding induction that includes:

- This policy;
- The staff Code of Conduct/ Handbook
- Whistleblowing Policy
- Staff AUP
- Role of the Designated Safeguarding Lead within all academies;
- A copy of 'Part 1 and Annex B of Keeping Children Safe in Education 2024'

7.2 Child Protection and Safeguarding training

7.2.1 All staff members will undertake appropriate child protection and safeguarding training which will be updated annually and in consultation with the Barnsley Metropolitan Borough Council Safeguarding Partners. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition to all staff attending Safeguarding and Child Protection training, all staff will receive regular and timely updates via DSL briefings, email bulletins or staff meetings to keep their skills and knowledge up to date.

7.2.2 Unless equivalent training has been completed within the academic year, all staff will complete the Annual Certificate in Safeguarding (role specific as outlined in the Astrea Safeguarding Training Pathway).

7.2.3 DSLs will undertake Advance DSL training annually. DSL must follow their Local Authority Safeguarding Partnership training pathway.

7.2.4 Any hiring manager should complete Safer Recruitment every 3 years. All hiring managers and owners of SCRs should complete face to face Safer Recruitment Consortium Training.

7.2.5 All staff working in regulated activity should complete the Government Prevent Awareness Training (refresher) every 2 years. In addition, The DSL/DDSL should complete the extended modules on making Prevent referrals.

7.2.6 The Head of Safeguarding will provide briefings for the DLS to deliver on the following subjects:

- Responding to incidents of Sexual Violence/Sexual Harassment in Schools
- Financial Exploitation
- Safeguarding SEND students
- Responding to Online Safety Incidents
- Responding to Nudes/Semi Nudes Concerns
- Harmful Sexual Behaviour

7.2.7 The Principal should make an informed decisions on whether to mandate each module or briefing for individual volunteers.

7.2.8 Staff development will also include training on online safety and the requirement to ensure children are taught about safeguarding (including online safety).

7.2.9 Additionally, the Principal and DSL will assess the additional level and focus for staff training which should be responsiveness to specific contextual safeguarding concerns such as radicalisation; child sexual exploitation; criminal exploitation including through 'County Lines'; female genital mutilation; cyberbullying; child on child abuse (including sexual violence and sexual harassment) and mental health.

7.2.10 The DSL will keep a training record to evidence which staff have completed the mandated safeguarding training and when this was completed.

7.2.11 Annually, The DSL will keep a record to confirm all staff have read and understood the following:

- A copy of this policy
- Part 1 and Annex B of *Keeping Children Safe in Education 2024*
- The Academy's Code of conduct/Staff Handbook
- Behaviour Policy

7.2.12 All members of the Astrea Central Team, the local governance committee (LGC) / Trust management board (TMB) members, and Trustees will undertake appropriate training annually to enable them to fulfill their safeguarding responsibilities.

8. Allegations against staff or volunteers

8.1 Staff must immediately report any concerns regarding the behaviour or conduct of a member of staff or volunteer directly to the Principal. If the concern regards the Principal, staff are required to report to the Regional Director and/or Astrea Head of Safeguarding.

8.2 Staff must be reassured that a disclosure made in good faith will never lead to a detrimental position for their employment. A knowingly false disclosure however could lead to disciplinary action.

8.3 See Appendix 3 - Dealing with allegations against staff, the Principal, Trustees or volunteers for full details of the procedures to be followed in relation to allegations against staff. **See Appendix 4 for the Astrea Managing Allegations Checklist.** All guidance stated in Part 4 of *Keeping Children Safe in Education 2024* regarding the management and record keeping regarding to allegations must be followed, which includes liaison with the Local Authority Designated Officer, as appropriate. See contact page for details.

8.4 The Principal **or Regional Director in cases regarding the Principal,** must keep clear written records of all steps of the allegations management process. The records must be stored securely and confidentially. The Principal must notify the The Head of Safeguarding of any concerns raised against a member of staff that he/she consider reach the Harm Threshold, as set out in Part 4 of *Keeping Children Safe in Education 2024*.

9. Whistleblowing

9.1 Whistleblowing is the term used when an employee makes a disclosure concerning wrongdoing. The wrongdoing will typically, although not necessarily, be something they have witnessed at work.

This could be an incident or chain of incidents which makes someone feel uncomfortable in terms of known standards; is against Trust policy; falls below established standards of practice or amounts to improper conduct.

9.2 Astrea Academy Trust and its academies are committed to the highest standards of openness and expect colleagues to come forward and voice appropriate concern. The Whistleblowing Policy covers major concerns that fall outside the scope of the Grievance Resolution Policy or procedure or raising allegations against staff or volunteers (outlined in section 7 of this policy).

9.3 Staff must be reassured that a disclosure made in good faith will never lead to a detrimental position for their employment. A knowingly false disclosure however could lead to disciplinary action.

9.4 Many workplace problems can easily be solved at a local level. Employees are encouraged to raise their concerns to their Principal (if working within an Academy) or Department Head (if working within Central Team) to provide an opportunity for issues to be resolved without recourse. However, if the concern is in relation to the Principal of the Academy, colleagues are advised to make a disclosure to the Regional Director. Or if in relation to a Department Head within Central Team, colleagues are advised to make a disclosure to the Executive Director.

10. Procedures

10.1 Cause for concern / Disclosure of harm or abuse

10.1.1 Every disclosure or suspicion of abuse from within or outside the Academy will be taken seriously and action taken in accordance with this policy.

10.1.2 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.

10.1.3 If a member of staff is concerned that a pupil may be in need of Early Help or suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible.

10.1.4 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened, this could be due to their vulnerability, disability, and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10.1.5 If, at any point, there is a risk of immediate harm to a child a referral should be made to Children's Social Care immediately, and Police, if necessary. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Contact details of local Children's Social Care can be found in the Contacts section of this policy.

10.1.6 All staff are particularly reminded:

- From October 2015, in accordance with section 5B of the *Female Genital Mutilation Act 2003*, teachers must personally report to the Police, 'known' cases of FGM, cases where they discover that an act of female genital mutilation appears to have been carried out, or a child/young person discloses it has taken place. The teacher should also discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate.
- From July 2015, under the *Prevent Duty*, concerns about children who may be at risk of being drawn into terrorism must be reported to the school's Designated Safeguarding Lead, who will make a referral as appropriate via the Channel Panel and/or to Children's Social Care, in line with the Local Authority protocol.
- Children and young people with Special Educational Needs and/or Disabilities (SEND) can face additional safeguarding challenges because:
 - there may be assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's condition without further exploration;
 - these children being more prone to peer group isolation or bullying/child on child abuse (including prejudice-based bullying) than other children;
 - there is potential that children with SEND, or certain medical conditions can be disproportionately impacted by behaviours such as bullying/child-on-child abuse without outwardly showing any signs, pupils may hide or mask the difficulties they experience; and
 - they may experience communication barriers and difficulties in managing or reporting these challenges.

10.1.7 At Carrfield Primary Academy we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- ensuring the DSL and SENCo work closely, sharing information regarding concerns relating to pupils/students with SEND;
- pastoral support is targeted as required to pupils with SEND;
- all pupils'/students' voices are regularly captured, adaptations are made, and resources used to capture the 'voice' which may be non-verbal;
- all notable changes in behaviour, mood, or presentation are reported to the DSL;
- all unexplained injuries and injuries for which there have been where conflicting explanations are reported to the DSL.

10.2 Action by the Designated Safeguarding Lead

10.2.1 On being notified of a concern, disclosure, or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- a) The local inter-agency procedures of the Local Safeguarding Partnership;
- b) Responsibilities outlined in *Keeping Children Safe in Education 2024*;
- c) Where relevant, local information sharing protocols relating to Channel referrals;
- d) The nature and seriousness of the concern or disclosure. Information regarding a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist activity, will always be referred to local authority Children's Social Care Services and the Police;
- e) The child's wishes and feelings; and
- f) Duties of confidentiality, so far as applicable.

10.2.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Children's Social Care on a 'hypothetical' basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority Children's Social Care services will be made without delay (and in any event within 24 hours).

10.2.3

The DSL will follow the Local Authority pathway for making a referral to social care. As set out below:

[Outline local process for social care referral]. Paragraph 153 of Working Together to Safeguard Children 2023 states that: "Within one working day of a referral being received, a local authority social worker should acknowledge receipt to the referrer and make a decision about next steps and the type of response required." If no response or acknowledgment is received within this timeframe, the Designated Safeguarding Lead will contact the local authority Children's Social Care services again.

10.2.4 Whether or not the Academy decides to refer a particular concern to the local authority Children's Social Care Services or the Police, the parents and pupil will be informed of their right to make their own complaint or referral to the local authority Children's Social Services or the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

10.2.5 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of Early Help or additional support from one or more agencies, the Designated Safeguarding **Lead or Deputy Designated Safeguarding Lead**, will liaise with the local Early Help team and /or Children's Social Care and where appropriate an inter-agency assessment will take place, including use of the Early Help Assessment / Team around the Child approaches, as necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing

so, the pupil will be at risk of significant harm. Details of the Early Help Hub / Team can be found on page 11 of this policy.

10.2.6 Where relevant, the Academy will co-operate with the Channel Panel, the Police, and/or Children's Social Care in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The Academy will respond to requests for information from the Police promptly and in any event within 48 hours.

10.2.7 The DSL should keep written records of all concerns, discussions, and decisions, including the rationale for those decisions within the child's CPOMS chronology. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

10.3 Early Help Assessment

10.3.1 In accordance with *Keeping Children Safe in Education 2024* and chapter 1 of *Working Together to Safeguarding Children 2018*, all staff should be prepared to identify children and young people who may benefit from an Early Help Assessment. This means providing support as soon as a problem emerges at any point in a child's life.

10.3.2 Staff should, in particular, be alert to the potential need for early help for a child who:

- is disabled and/or has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health, and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home or education;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- 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 themselves;
- has returned home to their family from care;
- is a privately fostered child;
- has a parent/carer in custody.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.

10.3.3 Regarding the final bullet point above: children who have experienced multiple suspensions or who are at risk of being permanently excluded from schools; the Principal must consult with the DSL before each suspension of a vulnerable child and document the decision making process, which should take into account the impact of the suspension and any mitigation to risk. The information should be documented through the academy's suspension recording process which is signed off by the Principal.

10.3.4 In the first instance staff should discuss any Early Help Assessment requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in completing an Early Help Assessment.

10.3.5 All staff must be aware of the Early Help Assessment process which includes identifying an emerging problem, liaising with the Designated Safeguarding Lead, sharing information, and in some cases, acting as the lead professional in undertaking early help assessments.

10.3.6 If an Early Help Assessment and or other support is appropriate, the case should be kept under constant review by the identified lead professional under the supervision of the Designated Safeguarding Lead, and consideration given to a referral to Children's Social Care if the child or young person's situation doesn't appear to be improving. Details of the Early Help Hub / Team can be found on page 13 / paragraph 11 of this policy.

10.4 Mental Health

10.4.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

10.4.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

10.4.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and into adulthood. It is key that staff are aware of how these children's experiences, can impact their mental health, behaviour, and education.

10.4.4 Any concerns about the mental health of our children and young people should be raised with the DSL, the school's Mental Health Lead, and SENCo, without delay to ensure children and young people can access the right support at the right time.

10.5 Dealing with allegations against staff, trustees, and volunteers

10.5.1 The Academy has procedures for dealing with allegations against staff (including supply), trustees, and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff (including supply), trustees and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow the DfE guidance found in Part 4 of *Keeping Children Safe in Education 2024*.



10.5.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s) also known as LADO).

10.5.3 The designated officer(s) / LADO must be informed immediately and in any event within one working day of all allegations against staff (including supply), trustees, and volunteers that come to the Academy's attention and meet the criteria set out in paragraph 1 of Appendix 3.

10.5.4 Early Years Foundation Stage (EYFS)

The Academy will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children on the premises of the EYFS (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.²

10.5.5 Detailed guidance is given to staff, trustees, and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in Staff Code of Conduct.

10.5.6 Where a member of Academy staff is made aware of an allegation, relating to an incident perpetrated by an external individual or organisation, when they were using the school premises, the Principal and DSL should follow this safeguarding policies and procedures, including informing the LADO.

10.6 Allegations against pupils / Responses to Child on Child abuse

10.6.1 Children can abuse other children (often referred to as child-on-child or peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. All staff must recognize the indicators and signs of child-on-child abuse and know how to identify it and respond to reports (see Appendix 2).

10.6.2 All staff will undertake specific training on Sexual Violence and Harassment between children in schools as well as being provided with behaviour and safeguarding training annually.

10.6.3 All pupils are to be reassured that any allegations of abuse will be taken seriously and that they will be supported and kept safe. Victims must never be given the impression that they are creating a problem or made to feel ashamed for making a report. Whilst statistically it is reported that it is more likely that girls may be victims and boys perpetrators, all child-on-child abuse is unacceptable and will be taken seriously.

10.6.4 All pupils can raise concerns confidentially regarding child-on-child abuse directly with the Designated Safeguarding Lead or Deputies via: email – safeguarding@astreacarrfield.org

10.6.5 It is important to acknowledge that pupils may not find it easy to tell staff about their 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.

² This section is for EYFS registered provision only.

10.6.6 It is understood at the Academy, that even if there are no reports in the Academy, it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead (or Deputy) to ensure it is dealt with immediately and report into CPOMS.

10.6.7 At the Academy we will not tolerate abuse. All staff understand the importance of challenging inappropriate behaviour between peers that are inappropriate and/or abusive in nature. Downplaying certain behaviours for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys will be boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and a culture that normalises abuse. This will not be tolerated in the Academy and may lead to disciplinary action being taken.

10.6.8 The initial response to a report from a child is incredibly important. How staff respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. See Appendix 2 – Action staff must take for guidance.

10.6.9 All allegations against pupils are to be reported in accordance with the procedures set out in this policy (see appendix 2). A pupil against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply. If the allegation is in relation to sexual violence or sexual harassment, guidance set out in *part 5 of Keeping Children Safe in Education 2024* will be followed.

10.6.10 The Academy will take advice from Children's Social Care and Police as appropriate, on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of **all** pupils involved, including the pupil or pupils accused of abuse. If the allegation is regarding sexual violence, the Police **must** be notified.

10.6.11 When considering individual circumstances, professionals may prefer to use the terms, 'child who has been harmed' and 'child who may have caused harm.'

10.7 Missing Child and Child Missing from Education procedures

10.7.1 Knowing where children are during school hours is an extremely important aspect of safeguarding – refer to **Appendix 5 of this Policy for safeguarding responses to Missing Pupils** / Separate Missing Pupil Policy.

10.7.2 Children missing from school can be an indicator of abuse, neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

10.7.3 Current allocated social workers will be consulted on any issues in relation to attendance for the children they are supporting, including responding to unauthorised absence or when the child is missing education.

10.7.4 In managing attendance, the following actions represent standard practice:

- We will always follow up with parents / carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents / carers / emergency contacts. Parents should remember to update the school as soon as possible if the numbers change.
- All staff are informed of Carrfield Primary Academy **Missing Pupil Procedure** which can be found in **Appendix 5** of this Policy / Separate Missing Pupil Policy. This procedure is to be used for searching for, and if necessary, reporting, any pupil missing from the Academy. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing.

10.7.5 The Academy recognises that Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Several strategies are in place at academy level to support identifying such abuse. These include:

- daily registers and reviewing of absent children;
- internal cross-function working including record keeping and tracking interventions;
- liaising with parents though phone calls and home visit;
- liaising with other professional;
- direct work with children.

10.7.6 A child going missing from education is a potential indicator of abuse or neglect, Academy staff will follow guidance from *Annex B, Keeping Children Safe in Education 2024* and '*Children Missing Education*' 2016 to promote their safety and wellbeing. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future.

10.7.7 Where a child is going to be deleted from the pupil roll, the school will inform the local authority in which the child resides, in the applicable circumstances.

10.7.8 Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admissions register:

- The full name of the parent with whom the pupil will live;
- The new address; and
- The date from when it is expected the pupil will live at this address.

10.7.9 Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- The name of the new school; and
- The date on which the pupil first attended or is due to start attending the new school.

10.8 Elective Home Education

10.8.1 Where a parent has expressed their intention to Home Educate their child, in *Keeping Children Safe in Education 2024* advises that *‘where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers’*

10.8.3 This is particularly important where a child has SEND, is vulnerable, and / or has a social worker. This meeting will be arranged by the Principal and any details regarding the meeting and any documentation relating to the request for EHE will be recorded on CPOMS.

10.8.4 When a parent seeks to Home Educate their child, The Principal should:

- *Instigate a meeting for Parents and professionals where appropriate (as outlined in above paragraph);*
- *Explore the reasons for EHE and consider the potential impact on the child;*
- *Write to the parent to outline the reflections and any appropriate supportive challenge;*

Following these steps, should the parent continue with their wish to Home Educate their child, the academy must:

- delete the child's name from their admissions register upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. However, schools should not wait for parents to give written notification that they are withdrawing their child from school before advising their local authority;
- make a return (giving the child's name, address and the ground upon which their name is to be deleted from the register) to the local authority as soon as the ground for deletion is met, and no later than deleting the pupil's name from the register. They should also copy parents into the notice to the local authority. See *DfE guidance [Elective Home Education](#) for more information.*

10.8.5 The Academy shall inform the applicable local authority of any pupil who fails to attend the Academy regularly or has been absent without the Academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Academy and the local authority.

10.9 Informing parents and carers

10.9.1 Parents and carers will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the designated officer (LADO), local authority Children's Social Care services and / or the Police before discussing details with parents and carers.



10.9.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent / carer) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

10.9.3 See also **Appendix 4** for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the principal of the Academy, based on guidance from *Part 4, Keeping Children Safe in Education 2024*.

10.10 Alternative Provision

10.10.1 Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil³.

10.10.2 Particular care will be taken to ensure safeguarding considerations and actions outlined within this policy and those statutory guidelines set out in KCSiE 24 are applied to any child attending an alternative provision for any time.

10.10.3 When commissioning an alternative provision placement, it is essential for the Academy to confirm robust safeguarding arrangements within the setting. These must be discussed and documented as part of the initial visit, using the Astrea Compliance and Safety Checklist for every individual placement. The checklist considers how safeguarding information and concerns are shared and managed between the AP setting and the Academy.

10.10.4 Academy staff must liaise with the setting regularly, as well as visiting the student on-site at appropriate intervals throughout their placement; to gather their voice and gain assurances the student is safe and happy.

10.10.5 All Quality Assurance Checks, communication and visits must be documented within the child's individual CPOMS chronology.

³ Para 333 KCSiE 24

11. Safe School Premises

11.1 The Academy will take all practicable steps to ensure that Academy premises are as secure as circumstances permit.

11.2 Astrea Academy Trust has a dedicated Health and Safety Handbook which should be consulted and followed by all Academy sites.

11.3 Visitors will always sign in and out of school using the electronic system and a safety discussion is had with office staff

11.4 When the Academy premises / facilities are hired or rented by an organisation or individual (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), the Designated Safeguarding Lead will work alongside the [School Business Manager / Site team / Principal] to ensure appropriate arrangements are in place to keep children safe.

11.5 External providers' / organisations' own Child Protection policies and procedures should be provided to the Academy and in liaison with the Designated Safeguarding Lead, agree how and when to report any concerns to the school.

11.6 Safeguarding requirements will be documented within any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of premises; and that failure to comply with this would lead to termination of the agreement.

11.7 The Principal must ensure there are agreed, and documented fire and lockdown procedures in place and that these are communicated and practiced at appropriate intervals, to ensure all members of staff and students are confident of their responsibilities and expected behaviours linked with these protocols.

12 Use of Mobile Phones and Smart Devices

12.1 Users bringing personal devices into school must ensure there is no illegal content on the device.

12.2 Personal devices including smart watches with a camera should not be used within the EYFS settings.

12.3 Staff must not use personal devices to take or store photographs of students.

12.4 There may be occasions where a dynamic risk assessment confirms that a member of staff should use their personal device to make a situation safer, for example when on an educational visit; these events should be documented.

12.5 It is the responsibility of all staff members to be vigilant and report any concerns regarding the inappropriate use of devices to the Principal.

12.6 To support healthy and balanced approach to the use of technology, students should not use personal devices during school hours. If devices are brought to school, they should be kept securely and not be used, seen or heard, in line with the academy behaviour policy.

12.7 The overuse of technology can impact negatively on children's emotional, physical, and social development and wellbeing. The Principal and DSL will offer support and challenge in the best interest of the child to parents/carers where they deem the use of online devices are having a negative and potentially harmful impact on the child, in their home or social life. The NSPCC have created online wellbeing resources which can be accessed here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-wellbeing/>

13 Confidentiality and information sharing

13.1 Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. The Academy has clear powers to share, hold and use information for these purposes⁴.

13.2 The Academy will keep all child protection and safeguarding records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

13.3 The Academy will co-operate with the Local Safeguarding Partnership, Police and local authority Children's Social Care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the *Children Act 1989* in accordance with the requirements of:

- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023;
- the Prevent Duty Guidance for England and Wales 2023;
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015); and
- Government advice: 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' DfE 2024, which reflects the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

13.4 Where allegations have been made against staff, the Academy will consult with the designated officer and, where appropriate, the Police and local authority Children's Social Care services to agree the information that should be disclosed and to whom.

14 Monitoring

14.1 Principals and DSLs will undertake weekly CPOMS 7-day report monitoring to review all incidents recorded, ensuring all actions are recorded and are effective.

14.2 Any serious incidents at the Academy will be followed by a post-incident review, which includes a review of the safeguarding procedures within the Academy and a prompt report to the local committee. Where an incident involves a member of staff, the designated officer (LADO) will assist in this review to determine whether any improvements can be made to the Academy's procedures.

⁴ Paragraph 115, *KCSIE 2024*

14.3 In addition, the DSL will monitor the operation of this policy and its procedures and will make a contribution to the half-termly Principals report, which will be shared at TMB/LGC meetings .

14.4 Trustees will undertake an annual review of this policy and its procedures and of the efficiency with which the relevant duties have been discharged.

14.5 Trustees will ensure that any deficiencies or weaknesses in regards to child protection and safeguarding arrangements are remedied without delay.

15 Filtering and Monitoring

15.1 The Principal must ensure the appropriate Filtering and Monitoring systems are in place within the Academy IT infrastructure. The Trust has equipped all Astrea academies with Sophos filtering software which includes a firewall that monitors and filters incoming and outgoing network traffic. Sophos' main purpose is to allow non-threatening digital traffic in and to keep potentially dangerous digital traffic out. Appropriate levels of filtering can be assigned to users by using the Sophos appliance, which can be fine-tuned at each location. Astrea Trust has equipped all Astrea Academies with NetSupport DNA monitoring software. NetSupport DNA will monitor the Academy network and identify when a user triggers terminology that could indicate potential harmful or risky behaviours. The DSL must ensure that the NetSupport DNA console is available on the devices of at least two members of the safeguarding team, and that there is a strategic plan to review and respond to triggers highlighted through NetSupport DNA.

15.2 Technology, and risks and harms related to it, evolve, and change rapidly. The DSL should carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. KCSiE 2024 recommends the 360 Safe assessment tools:

- Risk Assessment: <https://360safe.org.uk/overview/template-online-risk-assessment/>
- Self Assessment : <https://360safe.org.uk>

16 Contacts

16.1 The details of the Designated Safeguarding Lead (DSL) for the Academy are as follows:

- Katie Adamski
- katie.adamski@astrecarrfield.org
- 01709 893121

16.2 The Details of the **Deputy Designated Safeguarding Lead** for the Academy are as follows:

- Cheryl Ramsbottom
- Cheryl.ramsbottom@astrecarrfield.org
- 01709 893121

- Andy Morton
- Andy.morton@astreacarrfield.org
- 01709 893121

- Ashleigh Reasbeck
- Ashleigh.reasbeck@astreacarrfield.org
- 01709 893121

16.3 The Details of the **Local Authority Designated Officer (LADO)** are as follows:

[• name]

[• address/ email address]

[• telephone number]

16.4 The telephone numbers of the [• name of Local Authority] Children’s Social Care services departments are as follows: [name contact lines below as appropriate to your locality]

[• Main Referral contact] [• telephone number]

[• Out of Hours/ Emergency Duty Team] [• telephone number]

[• Early Help team / other] [• telephone number]

15.5 The telephone numbers of relevant Prevent partners are as follows:

[• Channel Police Practitioner] [• telephone number]

[• Channel Local Authority Chair] [• telephone number]

15.6 The following telephone numbers may be useful for pupils/staff:

Academy Principal:

Katie Adamski

- katie.adamski@astreacarrfield.org
- 01709 893121

Designated teacher for Looked After (LAC) or previously Looked after children:

Ashleigh Reasbeck

Ashleigh.reasbeck@astreacarrfield.org
01709 893121

Academy Mental Health Lead:

Katie Adamski

• katie.adamski@

Other Useful contacts:

[• name of county] Contact Centre	[• telephone number]
NSPCC Childline	0800 1111
NSPCC	0808 800 5000 (help@nspcc.org.uk)
Ofsted's Whistleblower Hotline	0300 123 3155
NSPCC FGM Helpline details:	0800 028 3550
NSPCC Gangs Help Line details:	0808 800 5000
NSPCC Whistleblowing advice line	0800 028 0285
Forced Marriage Unit:	020 7008 0151 fmfco.gov.uk Monday to Friday, 9am to 5pm Out of hours: 020 7008 1500 (ask for the Global Response Centre)

Astrea Academy Trust Head of Safeguarding:

Rosie Hart

Mobile: 07563 381835

Email: Rosie.hart@astreaacademytrust.org

Astrea Academy Trust Safeguarding Officer:

Rebecca Stansbury

Mobile: 07751 726362

Email: Rebecca.stansbury@astreaacademytrust.org

Appendix 1 - Role of the Designated Safeguarding Lead

1. The main responsibilities of the Designated Safeguarding Lead are outlined in full within *Annex C Keeping Children Safe in Education 2024* and summarised below:
 - 1.1. To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding and child protection;
 - 1.2. To co-ordinate the safeguarding and child protection procedures in the Academy;
 - 1.3. To advise and act upon all suspicion, belief and evidence of abuse reported to them;
 - 1.4. To encourage a culture of listening to children and taking account of their wishes and feelings;
 - 1.5. To liaise with and manage referrals to all relevant agencies in a timely manner and where necessary:
 - Referring to social care or supporting staff who make referrals;
 - To the Channel programme where there is a radicalisation concern;
 - Where a person is dismissed or left due to risk/harm to a child, referring to the Disclosure and Barring Service and Teaching Regulation Agency (TRA) as required; and
 - Where a crime may have been committed to the Police. See [NPCC When to call the Police](#) guidance.
 - 1.6. To ensure that all members of staff and volunteers receive training of appropriate frequency and content relating to safeguarding (including online safety), child protection and safer recruitment procedures, including induction for those staff who start at different points of the school year, and to keep and maintain records of this training;
 - 1.7. To be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – PACE Code C 2091;
 - 1.8. To ensure the schools child protection policies are known, understood, and used appropriately by all staff;
 - 1.9. To ensure the schools child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
 - 1.10. To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse, neglect or exploitation be made and the role of the school in this;
 - 1.11. To liaise with the Designated Officer (LADO), the local authority Children’s Social Care services and other external agencies on behalf of the Academy;
 - 1.12. To keep the Principal informed of all actions unless the Principal is the subject of a complaint (see **Appendix 4** for the procedures for dealing with allegations against staff);
 - 1.13. To monitor the keeping, confidentiality, and storage of records in relation to child protection;

- 1.14. To monitor records of pupils in the Academy who are subject to a child protection plan / Child in Need Plan to ensure that this is maintained and updated as notification is received;
- 1.15. To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and to take part in child protection conferences or reviews.
- 1.16. To ensure the secure transfer of the Child Protection file when a child leaves the school (including in year transfers). The Child Protection file should be transferred to the new school or college as soon as possible, and within 5 days of an in-year transfer or within the first 5 days of the start of a new term.
- 1.17. To liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- 1.18. To understand and recognise the additional risks that children with special educational needs and disabilities (SEND) can face, including online.
- 1.19. To promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- 1.20. To work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have previously had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have previously had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- 1.21. In accordance with the *Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* the Designated Safeguarding Lead has, in addition, the following responsibilities:
 - Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
 - Coordinating Prevent duty procedures in the school;
 - Liaising with local Prevent coordinators, the Police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the Police where indicated;
 - Undergoing Prevent or other appropriate training;
 - Maintaining on-going training programme for all school employees including induction training for all new employees and keeping records of staff training; and
 - Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

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2. The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable. The ultimate responsibility for Safeguarding and Child protection remains with the Designated Safeguarding Lead and cannot be delegated.

Appendix 2 - Types and signs of abuse, neglect and exploitation

1.Types of abuse and Neglect

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.⁵

- 1.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Part one of *Keeping children safe in education 2024* defines the following types of abuse:
- 1.2 **Physical abuse:** 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.
- 1.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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.
- 1.4 **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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- 1.5 **Neglect:** 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 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

⁵ Para 20 Keeping Children Safe In Education 2024



adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.6 Specific Safeguarding issues:

Keeping Children Safe in Education 2024 acknowledges the following as specific safeguarding issues:

- Abuse including faith-based abuse;
- Bullying including cyberbullying;
- Child Abduction and community safety incidents;
- Children and the court system;
- Children missing from education;
- Children missing from home or care;
- Children with family members in Prison;
- Child sexual exploitation;
- Child exploitation: criminal exploitation including through county lines and trafficking;
- Domestic abuse;
- Drugs;
- Health and wellbeing – including Fabricated and Induced illness, Medical conditions and Mental health concerns;
- So called 'Honour based Abuse'– including Female genital mutilation (FGM), Forced Marriage and Breast Flattening (or Breast Ironing);
- Homelessness;
- Online safety;
- Private fostering;
- Radicalisation and Hate;
- Child on Child abuse;
- Sexual Violence and Sexual Harassment between children in schools;
- Upskirting;
- Violence – including Gangs and youth violence and Gender-based violence / violence against women and girls.

1.6.1 Annex B of *Keeping Children safe in Education 2024* contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children are expected to read both Annex A and part one of KCSIE alongside this policy.

1.6.2 Training must incorporate opportunities for staff to understand how to recognise and respond to the wide range of issues.

1.6.3 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, being absent from school and consensual or non-consensual sharing of nudes or semi-nude images or videos put children in danger.

1.6.4 All staff should be aware that safeguarding issues can manifest themselves via Child on Child abuse. **See paragraph 1.6.33**

1.6.5 **Contextual Safeguarding:** All staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school or college and / or can occur between children outside of these environments. All staff, but especially the Designated

Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families / home. Extra-familial harms or 'risks outside of the home', take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, serious youth violence and financially motivated sexual extortion (sextortion). This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and / or welfare.

- 1.6.6 Children's Social Care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- 1.6.7 **Domestic Abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 1.6.8 Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.
- 1.6.9 Where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young alleged perpetrators should be offered support.
- 1.6.10 **Child Sexual Exploitation (CSE):** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial advantage or increased status of the perpetrator or facilitator.
- 1.6.11 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).
- 1.6.12 Indicators of child sexual exploitation may include:
 - Appear with unexplained gifts, money, clothes, mobile phones, etc. without plausible explanation;
 - Gang-association and/or isolation from peers/social networks;
 - Exclusion or unexplained absences from school, college or work;
 - Leaving home/care without explanation and persistently going missing or returning late;
 - Excessive receipt of texts/phone calls;
 - Returning home under the influence of drugs/alcohol;
 - Inappropriate sexualised behaviour for age/sexually transmitted infections;
 - Evidence of/suspicious of physical or sexual assault;
 - Relationships with controlling or significantly older individuals or groups;

- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

1.6.13 Potential Vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe / stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: *Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)*.

1.6.14 **Child Criminal Exploitation (CCE) and County Lines:** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial or other advantage of the perpetrator or facilitator and / or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

1.6.15 **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

1.6.16 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

1.6.17 One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation.

1.6.18 Some additional indicators that may be present when a child is criminally exploited through county lines are children who:

- Go missing and are found in areas away from their 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 that they have no connection with, often called 'trap house or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

1.6.19 Like other forms of abuse, CCE and county lines:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

1.6.20 **Female Genital Mutilation:** FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

1.6.21 Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

1.6.22 Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that



it may be conducted on them, so sensitivity should always be shown when approaching the subject.

1.6.23 Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

1.6.24 Risk factors for FGM include:

- Low level of integration into UK society;
- Mother or a sister who has undergone FGM;
- Girls who are withdrawn from PSHE;
- Visiting female elder from the country of origin;
- Being taken on a long holiday to the country of origin;
- Talk about a 'special' procedure to become a woman.

1.6.25 Signs of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable;
- Spending longer than normal in the bathroom or toilet due to difficulties urinating;
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- Frequent urinary, menstrual or stomach problems;
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return;
- Reluctance to undergo normal medical examinations;
- Confiding in a professional without being explicit about the problem due to embarrassment or fear;
- Talking about pain or discomfort between her legs.

1.6.26 **All staff must be aware of the requirement for teachers to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.** This mandatory reporting duty commenced in October 2015. Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate. All staff will utilise Appendix 3 of Female Genital Mutilation Guidance for Schools July 2019 to ensure appropriate action is taken and conversations are recorded appropriately/in line with Guidance.

1.6.27 **Those failing to report such cases will face disciplinary sanctions.**

1.6.28 It will be rare for teachers to see visual evidence, and they should not be examining pupils.

1.6.29 **Honour Based Abuse:** So-called 'honour-based' Abuse (HBA) encompasses crimes which have been committed 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. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

- 1.6.30 Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.
- 1.6.31 **Child on child abuse:** All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include online which facilitates threatens and / or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens an/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse;
 - 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;
 - gender-based violence;
 - consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 1.6.32 Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- 1.6.33 At Carrfield Primary Academy we believe that all children and young people have a right to attend school and learn in a safe environment. Children and young people should be free from harm by adults in the school and other pupils.
- 1.6.34 We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.
- 1.6.35 All allegations of child-on-child abuse should be reported **immediately** to the DSL. The DSL will consider the need for agency involvement which may include Police and or social care depending on the allegation – see appendix 4.
- 1.6.36 The DSL will be mindful of support and supervision needs of both the victim and the alleged perpetrator, this will be discussed in consultation with the Principal and in line with *Part 5 of Keeping Children Safe in Education 2024*.
- 1.6.37 **Consensual and non-consensual sharing of nudes and semi-nude images and/or videos:** (also known as: Sexting / Youth produced sexual imagery) - we follow guidance given to

schools and colleges by the UKCIS Education group [Sharing nudes and semi-nudes: Advice for Education settings March 2024](#) which outlines the steps to be taken – see 5 of this Appendix.

- 1.6.38 An immediate referral to Police and / or Children’s Social Care through the MASH or equivalent should be made if at this initial stage:
- The incident involves an adult;
 - There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs);
 - What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent (see section 1.6 of *UKCIS Sharing nudes and semi nudes: Advice for Education* for guidance on assessing behaviour);
 - The images involve sexual acts and any pupil in the images or videos is under 13;
 - You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.
- 1.6.39 **Upskirting:** typically involves taking a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. It is a criminal offence under the *Voyeurism (Offences) Act 2019*, commonly referred to as the Upskirting Act. **Any reports of Upskirting will be reported to the DSL. The DSL will report the offence immediately to the Police and follow guidance as stated in this Policy.**
- 1.6.40 **Private Fostering:** A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their home, with the intention that it should last for 28 days or more.
- 1.6.41 A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.
- 1.6.42 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 1.6.43 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- 1.6.44 **Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.** Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

- 1.6.45 School staff should notify the Designated Safeguarding Lead (DSL) when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- 1.6.46 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.
- 1.6.47 **Online safety:** see Carrfield Primary Academy's Online Safety Policy for guidance on whole school approach to Online safety which includes Online safety coverage in the curriculum; Acceptable Use of technology; filtering and monitoring systems in place to support safe use of technology within school and how content, contact, conduct and commerce are monitored. **All Online safety concerns (including online child-on-child abuse) must be reported to the DSL and recorded on CPOMS.**
- 1.6.48 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk known as the 4 Cs:
- **content:** being exposed to illegal, inappropriate, or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
 - **contact:** being subjected to harmful online interaction with other users; for example: child to child 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.
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, 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
 - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. Following consultation with the DSL and Astrea Central IT team, they may decide to report concerns.
- 1.6.49 There are close links between online safety concerns and child-on-child abuse. Whilst there are risks of online child-on-child abuse and access to potentially harmful content outside of school, pupils may still have access to mobile and smart devices in school and therefore staff must be alert to this risk and ensure pupils adhere to policy in respect of the use of mobile and smart devices on site.
- 1.6.50 Staff must ensure pupils understand both the risks and potential sanctions of non-compliance in respect of the use of mobile and smart devices, as part of the Online Safety Curriculum and in accordance with the Online Safety Policy (Including Acceptable Use of Technologies) and the Behaviour Policy.
- 1.6.51 Communications with parents and carers should be used to reinforce the importance of children being safe online. Parents and carers are to be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online to support online safety in the home.

- 1.6.52 The Principal must ensure the appropriate Filtering and Monitoring systems are in place within the Academy IT infrastructure as outlines in section 13 of this Policy.
- 1.6.53 DSL should carry out an annual review of their approach to online safety as outlined in section 13 of this policy.
- 1.6.54 Additional information regarding keeping children safe online (including when they are online at home) is provided in *Part 2 of Keeping Children Safe in Education 2024*.

2. Signs of abuse

2.1 Possible signs of abuse include, but are not limited to:

- 2.1.1 The pupil says they have been abused or asks a question or makes a comment which gives rise to that inference;
- 2.1.2 There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- 2.1.3 The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
- 2.1.4 The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- 2.1.5 The pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;
- 2.1.6 The pupil appears neglected, e.g., dirty, hungry, inadequately clothed; and
- 2.1.7 The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.
- 2.1.8 Inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

2.2 The Local Safeguarding partnership can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

3 Radicalisation and the Prevent duty

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.⁶

3.1 The Academy has a legal duty to have due regard to the need to prevent individuals from being drawn into terrorism.

3.2 The Academy aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Academy is committed to providing a safe space in which children, young people and staff can understand the risks

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associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.3 The Academy has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

3.4 **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

3.5 **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence

3.6 **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 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 cause⁸.

3.7 The DSL should ensure there is Prevent risk assessment in place for the setting which considers Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- **Prevent Duty Guidance for England and Wales** 2023

The Government have produced a toolkit and self-assessment template which is available via the link below: <https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools>

3.8 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection.

3.9 Children and young people at risk of radicalisation may display different signs or seek to hide their views. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

3.10 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances."

The academy will be sensitive to age-appropriate behaviour though example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;

⁷ As defined in the Government's Prevent Duty Guidance for England and Wales

⁸ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause;
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups);
- Attempts to recruit others to the group / cause / ideology; or
- Communications with others that suggest identification with a group / cause / ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others.

3.11 Protecting children from the risk of radicalisation is part of the Academy's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. **The DfE's briefing note: [The Use of Social Media for Online Radicalisation \(2015\)](#) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk**

5 Action DSL must take in respect of Child-on-Child abuse

5.1 Reports of Child-on-child abuse, particularly sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made. Any decisions are for the Academy to make on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role, using their professional judgement, and being supported by other agencies, such as Children's Social Care and the Police, as required.

5.2 It is essential that **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 occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them. Abuse that occurs online or outside of the Academy will be treated with equal seriousness.

5.3 If possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy). However, this might not always be possible; where the report includes an online element, being aware of [searching screening and confiscation advice \(for schools\)](#) and the [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

5.4 The Designated Safeguarding Lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the Academy's initial response. Important considerations will include the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.

5.5 **The DSL will hold an initial review meeting with appropriate staff.** This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns – at this point, risk is to be assessed and referrals to Police and Children's Social Care considered, as necessary.

5.6 When there has been a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment.

5.7 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

5.8 Risk assessments should be recorded (written or electronic), uploaded to CPOMS and should be kept under review.

5.9 **The risk and needs assessment** should 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 school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- consider intra familial harms and any necessary support for siblings following incidents

5.10 **The DSL and appropriate staff will hold subsequent interviews** with the children or young people involved (if appropriate).

5.11 **Parents and carers should be informed** at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.

5.12 **A referral should be made to Children’s Social Care and / or the Police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm** at any point in the process

5.13 **Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police.** Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the Police remains. The Police will take a welfare, rather than a criminal justice approach, in these cases.

5.14 Where there are images or videos of the abuse, **staff are not to view or forward illegal images of a child.** It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.

5.15 The school or college should only engage staff and agencies who are required to support the children involved and / or be involved in any investigation.

5.16 The victim may ask the Academy not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. Ultimately, the Designated Safeguarding Lead (or a deputy) will have to balance the victim’s wishes against their duty to protect the victim and other children.

5.17 Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the Academy will consider the need for anonymity and witness support see: [Safeguarding Children as Victims and Witnesses | The Crown Prosecution Service \(cps.gov.uk\)](#).

5.18 The DSL will ensure they do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

5.19 The Academy will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities as part of the risk assessment process and will liaise with agencies accordingly should additional risks arise.

5.20 There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and / or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that where necessary relevant policies are updated to reflect lessons learnt. Likely Scenarios:

- 5.19.1 Manage Internally
- 5.19.2 Early Help
- 5.19.3 Referral to Children’s Social Care
- 5.19.4 Reporting to the Police

For further guidance see [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)

1 The Academy's procedures

- 1.1 The Academy's procedures for dealing with allegations made against staff will be used where the member of staff (including supply staff), the Principal, a Trustee or volunteer has:
- Behaved in a way that has harmed a child, or may have harmed a child or young person;
 - Possibly committed a criminal offence against or related to a child or young person; or
 - Behaved towards a child / young person or children / young people in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children or young people.
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.⁹
- 1.2 Any allegations not meeting these criteria (known as the 'Harms Threshold') will be dealt as a 'low level' concern in accordance with section two of *part 4 of Keeping Children safe in Education 2024* and the Local Safeguarding Partnership procedures. Advice from the designated officer will be sought in borderline cases.
- 1.3 All allegations must be dealt with as a priority so as to avoid any delay.
- 1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the LADO and where necessary the Police.

2 Reporting an allegation against staff, the Principal, a Trustee, or volunteer

- 2.1 Where an allegation or complaint is made against any member of staff or volunteer who is not the Principal, the matter should be reported immediately to the Principal. The Principal should lead on this process and make their Regional Director aware. The Head of Safeguarding should be made aware of all referrals to the LADO.
- 2.2 Before contacting the designated officer (LADO), the Principal, DSL, or an assigned case manager (referred to hereafter as the 'investigating officer') will conduct basic enquiries to help to determine whether there is any foundation to the allegation, being careful not to jeopardise any future Police investigation.
- 2.3 The 'basic enquiries' should consider:
- Was the individual in the school / at the alleged location at the time stated within the allegation?;
 - Did the individual or could the individual have come into contact with the child as alleged;
 - Are there any witnesses?
 - Was there any CCTV?
- 2.4 The allegation and details of the basic enquiry will be discussed with the designated officer (LADO), within 24 hours of the allegation being raised. Where appropriate, the

⁹ Para 362 KCSiE 24

Principal will consult and agree the next steps with the Designated Safeguarding Lead and / or an assigned investigating officer. Following consultation, it will be decided if the case will be managed as either: An allegation that meets the harms threshold or an allegation / concern that does not meet harms threshold and will be investigated as a 'Low Level' concern.

- 2.5 Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Trust's Head of Safeguarding and Academy Regional Director without first notifying the Principal. Again, the allegation will be discussed immediately with the designated officer before further action is taken.
- 2.6 Where an allegation is made against any Trustee or local committee member, the matter should be reported immediately to the Trust's Head of Safeguarding and the Assistant CEO.
- 2.7 Where suspension may need to be considered, please refer to HR to undertake a risk assessment.

3 Disclosure of information

- 3.1 Where it has been alleged or identified that a child has been harmed, that there may be an immediate risk of harm to a child, or if the situation is an emergency, Children's Social Care and Police should be contacted as appropriate and the DSL must be notified.
- 3.2 Two key aspects to consider when an allegation has been made:
 - **Looking after the welfare of the child** – The DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described above.
 - **Investigating and supporting the person subject to the allegation** – the Principal or investigating officer should discuss with the LADO, the nature, content and context of the allegation and agree a course of action.
- 3.3 When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority Children's Social Care and the Police.
- 3.4 The Parents or carers of the child or young person / children or young people involved will be informed of the allegation as soon as possible if they do not already know of it. Key parties will be kept informed of the progress and outcome of the case, however, information provided to those parties will be dependent upon and subject to the laws and guidance on confidentiality, data protection and the advice of external agencies.
- 3.5 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.
- 3.6 Where the investigating officer is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to Children's Social Care.

- 3.7 Where it is clear that an investigation by the Police or Children’s Social Care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should advise of the next steps with the investigating officer.
- 3.8 Where the initial discussion leads to no further action, the investigating officer and the LADO should:
- Record the decision and justification for it; and
 - Agree on what information should be put in writing to the individual concerned and by whom.

4 Further action to be taken by the Academy

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The Academy will act in accordance with *part 4 of ‘Keeping Children Safe in Education’ 2024* and the Academy's employment procedures.
- 4.2 Whilst schools are not the employers of supply teachers / staff, they should ensure all allegations are dealt with properly. The Academy will work alongside supply agencies and the LADO to ensure all allegations and concerns in respect of supply teachers / staff are fully investigated.
- 4.3 See Astrea Disciplinary Policy for further information regarding the investigation process, next steps, and potential disciplinary actions.

5 Management of Low-Level concerns

- 5.1 As part of the whole school approach to safeguarding, the Academy will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply, volunteers, and contractors) are dealt with promptly and appropriately.
- 5.2 The term low level concern does not mean that it is insignificant, it means the behaviour towards a child does not meet the harms threshold however the concern may indicate that the adult / staff member (including supply, volunteer, or contractors) may have acted in a way that:
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
 - Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.¹⁰
- 5.3 Low level concerns should be reported to the Principal. The Principal may delegate to the DSL, where appropriate, to investigate low level concerns. Where a low-level concern is raised about the Principal, it should be raised with the Head of Safeguarding and Chief Operations Officer.
- 5.4 The Principal will confidentially record all low-level concerns, the context in which they arose, and action taken. The Principal will record the name of the individual who

¹⁰ Para 413 KCSiE 24



raised the low-level concern, unless they wish to remain anonymous, which should be respected as far as reasonably possible.

- 5.5 The Principal should collect as much information as possible by:
- speaking directly with the person who raised the concern;
 - speaking to the individual involved and any witnesses;
 - reviewing any documentation or additional information as necessary.
- 5.6 Low level records should be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. This may then need raising with LADO, should further concerns arise.
- 5.7 For further guidance regarding Low Level concerns, please speak with Astrea HR and Astrea Head of Safeguarding

6 Ceasing to use staff

- 6.1 If the Academy ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children or young people, a settlement / compromise agreement will not be used and there will be a prompt and detailed report to the Designated officer (LADO), Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA). Any such incidents will be followed by a review of the safeguarding procedures within the Academy, with a report being presented to the local committee without delay.
- 6.2 If a member of staff (or volunteer) tenders his or her resignation, or ceases to provide his or her services, any allegations will still be followed up by the Academy in accordance with this policy and a prompt and detailed report will be made to the Designated officer (LADO) and where necessary to the Disclosure and Barring Service and TRA.
- 6.3 Where a teacher has been dismissed, or would have been dismissed had they not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) is required.
- 6.4 In the case of any Early Years and Foundation Stage provision at the academy:
- 6.4.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of any Early Years and Foundation Stage provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- 6.4.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

7 Unsubstantiated false or malicious allegations

- 7.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the Academy's behaviour and discipline policy.

7.2 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Academy reserves the right to contact the Police to determine whether any action might be appropriate.

8 Record keeping

8.1 Details of allegations found to be malicious will be removed from personnel records.

8.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

8.3 An allegation proven to be unsubstantiated, unfounded or malicious will not be referred to in employer references. In accordance with *part 4, 'Keeping Children Safe in Education 2024'*, history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious will also not be included in any reference.

8.4 The Principal must records all details of the allegations/ concerns, including management and outcomes of any Harm threshold meeting or Low-Level concern securely within the academy staff allegations tracker.

8.5 The Academy will retain all safeguarding records and relevant personnel records for so long as reasonably required¹¹. The Academy will ensure that all records are created, retained, shared and destroyed in accordance with the Data Protection Act 2018. Further details can be found in Astrea Data Protection policy and procedure.

¹¹ In accordance with the terms of reference of the Goddard Inquiry all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix 4 – Managing Staff Allegations Relating to Safeguarding Checklist



Managing Staff Allegations relating to Safeguarding Checklist

Principals lead on all allegations relating to members of staff or adults working with children.

This checklist should be used in conjunction with the academy allegations tracker. The Regional Director should be made aware of concerns and actions taken.

Name of Principal leading on the allegation		
Name of the person raising the concern/ allegation		
Date concern/ allegation raised		
Name of the person the allegation relates to		
Action	Date Considered	Notes
<p>1. Gathering statements – preliminary investigation.</p> <ul style="list-style-type: none"> Gather and record statements from the initial reporter and any witnesses. Ensure these are dated and signed. Consider if it is appropriate to have an informal discussion and gain a statement from the accused member of staff at this stage. Consult with the Head of Safeguarding / LADO ahead of alerting the member of staff if there may have been a crime committed. 		
<p>2. Review CCTV where available/ relevant.</p>		
<p>3. Consider any immediate risks to Children or Adults. Note the mitigating actions implemented.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>Removing a staff member from child child-facing role (re-deployment).</i> <i>Suspension: HR must be consulted, and a Suspension Risk Assessment must be completed.</i> <i>Initial well-being support for all involved.</i> 		
<p>4. Consider any previous concerns and how they relate to this current concern:</p> <ul style="list-style-type: none"> Review your allegations / low-level concern tracker. Review the member of staff's personnel file. Consider any previous allegations, conduct issues, or investigations. 		

<ul style="list-style-type: none"> • Is there a pattern of low-level behavior that escalates the concerns? 		
<p>5. Does this meet LADO referral threshold (Harm Threshold)?</p> <p>Consider:</p> <ul style="list-style-type: none"> • <u>KCSiE Part 4 guidance.</u> • Do you need to consult the Head of Safeguarding? • LADO referral / Consultation to be completed where appropriate. • Does the member of staff have children who could in turn be impacted by the identified concern? – this will need to be shared with the LADO. 		
<p>6. Consult with HR</p> <ul style="list-style-type: none"> • Consider completing the suspension risk assessment where appropriate. • Are there grounds to proceed to formal investigation? 		
<p>7. Consider if this concern meets low-level concerns procedure/response?</p>		
<p>8. Is a Police / Social Care referral required?</p> <ul style="list-style-type: none"> • Has there been any criminal behaviour or harm to a person under the age of 18 years old? 		
<p>9. Where the adult is not employed directly by Astrea – does their employer need to be notified?</p> <ul style="list-style-type: none"> • Consider this when an allegation is raised regarding contractors / agency members of staff/visitors / external agencies using the school site. • Refer to <u>KCSiE Part 4.</u> 		
<p>10. Where the concern regards a child, consider how you will involve Parents/Careers.</p>		
<p>11. Consider and document wellbeing support for all parties.</p>		

Appendix 5 - Missing Pupil Procedures

In the event of a member of staff fearing that a student has gone missing whilst at school:

1. The member of staff who has noticed the missing child will inform the Principal and Designated Safeguarding Lead immediately.
2. The office staff need to be informed as they will act as a point of contact for receiving information about the search for the missing student.
3. Whilst a member of staff stays with the rest of the class, all other available members of staff will conduct a thorough search of the school premises as directed by the Principal / DSL.
4. The following areas will systematically be searched: all classrooms, hallways, cloak rooms, hall, cupboards, library, toilets, outside all classroom areas inside.
5. Available staff will begin a search of the area immediately outside of the school premises taking a mobile so that they can contact the school office.
6. The search outside school should include: all outside spaces including KS1 and KS2 areas and in the bushes at the top of the field, the reception area and the road area immediately outside the academy.

If the student has not been found after 10 minutes, then parents/carers should be notified.

7. **If the parents/carers have had no contact from the student, the Police will be contacted by dialling 999.** The member of staff will be asked to write an incident form (CPOMS), describing the circumstances which led to the student leaving the school, when the child was last seen and document the search undertaken. If the missing child has any special medical or Special Educational Needs / learning needs then these need to be noted, to be disclosed to Police or other agencies. The incident should be relayed to other important agencies. If the student has an allocated Social Worker, then they should be informed of the disappearance. If the student is a Looked After Child, then the Social Worker should be kept informed.
8. The Trust's Head of Safeguarding is to be informed once key agencies have been informed.
9. When the student is found members of staff will care for and talk with the child, bearing in mind that he / she may be unaware of having done anything wrong or, alternatively, may also have been afraid and distressed and may now be in need of comfort. Other adults present will take the opportunity to speak to the remaining students to ensure that they understand that they must not leave the premises and why. Parents and other agencies will be informed of the outcome of the incident.
10. After the incident, the Principal and DSL will carry out a full investigation taking statements from all the staff present at the time.
11. The Trust's Head of Safeguarding will conduct 'Post-Incident reflection' with the Principal and DSL. A conclusion is drawn as to how the incident happened and used to inform future Risk Assessments. A written report will be produced, and policies and procedures will be reviewed.

If a pupil goes missing on a school trip:

1. The trip leader must ensure the safety of the remaining pupils.
2. The trip leader / organiser, in discussion with other teaching staff will be responsible for making decisions relating to the trip.
3. One or more adults should immediately start searching for the missing student.
4. Regular head counting of pupils should take place, particularly before leaving a venue. Pupils should be readily identifiable, usually by wearing their uniform.
5. The school must be informed if a student is missing and cannot be found.

CME flowchart

