



Astrea Academy Trust

Child Protection and Safeguarding Policy

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| Written by | Astrea Deputy Director of Safeguarding |
| Adopted by Trust Board | |
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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. 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 (2021)*: **“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 interests of the child”.**
- 1.3. The Academy will take all reasonable measures to:
 - 1.2.1. Adopt a child-centred approach, ensuring that there is a ‘listening culture’ to empower 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;
 - 1.2.2. Ensure that we practice 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 (2021)*;
 - 1.2.3. Ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff;
 - 1.2.4. Follow the local inter-agency procedures of Barnsley Safeguarding Children Partnership (three Safeguarding partners: the local authority, clinical commissioning group and the Chief officer of Police);
 - 1.2.5. Be alert to signs of abuse and neglect, both in the Academy, from outside (including within the community, at home and online) and to protect each pupil from any form of abuse, whether from an adult or another pupil (peer on peer abuse);
 - 1.2.6. Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused or considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help/Team around the child (or equivalent plan);
 - 1.2.7. Be aware that behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk;
 - 1.2.8. 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;
 - 1.2.9. Be alert to the medical needs of children with physical and mental health conditions;



- 1.2.10. Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- 1.2.11. In line with *the Prevent Duty 2015 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' which includes assessing the risk of children/young people being radicalised and building children/young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;
- 1.2.12. Identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- 1.2.13. Identify children who may be vulnerable to exploitation (criminal, including through county lines and sexual), and know what to do when they are identified;
- 1.2.14. Teach pupils about safeguarding and online safety, for example through use of online resources, through the curriculum and PSHE (including Relationship, Sex and Health Education), 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;
- 1.2.15. Take all practicable steps to ensure that Academy premises are as secure as circumstances permit;
- 1.2.16. Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our Academy or in our local area.
- 1.2.17. 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 action 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.

2. Statutory and Regulatory Framework

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

- [Section 94 of the Education and Skills Act 2008](#)
- [Sections 29 and 38 of the Counter-Terrorism and Security Act 2015](#)
- ['Revised' Prevent duty guidance for England and Wales 2021](#)
- [The Prevent Duty: Departmental advice for schools and childcare providers June 2015](#)
- [Keeping Children Safe in Education 2021](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [Statutory Framework for the Early Years Foundation Stage 2021](#)
- [The Children Act 1989](#)
- [Section 175 of the Education Act 2002](#)
- [Female Genital Mutilation Act 2003](#)
- [The Children Act 2004](#)
- [The Children and Families act 2014](#)
- [The Children and Social Work Act 2017](#)

- [*The Designated teacher for Looked after and previously Looked after children February 2018*](#)
- [*Working Together to Safeguard Children 2018*](#)
- [*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018*](#)
- [*What to do if you are worried a child is being abused: advice for practitioners 2015*](#)
- [*Child Sexual exploitation: Definition and guide for practitioners 2017*](#)
- [*Children Missing Education 2016*](#)
- [*Multi-Agency statutory guidance on female genital mutilation 2016 \(updated 2018\)*](#)
- [*Female Genital Mutilation Guidance for Schools July 2019*](#)
- [*Disqualification under the Childcare Act \(2006\) July 2018*](#)
- [*Sexual Violence and Sexual Harassment between children in schools 2021*](#)
- [*Criminal Exploitation of children and vulnerable adults: County Lines Guidance September 2020*](#)
- [*Help, protection, education: concluding the Children In Need Review June 2019*](#)
- [*Teaching Online safety in Schools June 2019*](#)
- [*Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019*](#)
- [*RSE Guidance 2020*](#)

2.2. *Keeping Children Safe in Education (2021)* defines safeguarding and promoting the welfare of children as protecting children from maltreatment; 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.

2.3. The *Prevent Duty Guidance for England and Wales* emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularize 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.

3. Associated Policies

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

- Online Safety Policy
- Recruitment Policy
- Astrea Inclusion Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy
- Whistleblowing Policy
- Staff Code of Conduct/Behaviour Policy
- Exclusions Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Confidentiality and data Protection Policy
- Relationships, Sex and Health Education Policy



- Acceptable Use of IT Policy
- Social Media Policy
- Equal Opportunities Policy

4. 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 Jack Moore (Principal) who may be contacted on 01709 893569.**
- 4.3 The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 1, and are in line with guidance taken from *Annex C, Keeping Children Safe in Education 2021*.
- 4.4 If the Designated Safeguarding Lead is unavailable the Deputy Designated Safeguarding Lead will carry out their duties. **The Deputy Designated Safeguarding Lead is Rebecca Stansbury (Family Liaison & Safeguarding Officer) who may be contacted on 01709 893569.**
- 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 responsibility for Safeguarding and Child protection remains with the Designated Safeguarding Lead and 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 Deputy Director of Safeguarding 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 undertaken appropriate child protection training and training in 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), attend additional safeguarding training on key issues, and attend updates and briefings at least annually.
- 4.8 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.

5. 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;
 - 5.1.2 To be aware of the Academy's child protection procedures and to 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 that the Academy's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Partners and *Keeping Children Safe in Education 2021*. The Board of Trustees will ensure that there are appropriate 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. Trustees will ensure that Safer Recruitment principles are adhered to in accordance with *Part 3, Keeping Children Safe in Education 2021*. The Board of Trustees will review any serious incidents and instruct a post-incident review with the support of **Astrea Academy Trust Deputy Director of Safeguarding, Nicola Law**, to ensure all policies and procedures are being adhered to and have oversight of annual Safeguarding Audits conducted by the Trust. The Board of Trustees ensure there are clear lines of accountability through the Astrea Safeguarding Quality Assurance Framework, which is completed and reviewed termly.
- 5.4 A designated teacher will be appointed by the Principal to promote the educational achievement of children who are looked after and previously looked after (**see 11.6 for contact 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.
- 5.5 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, his / her care arrangements and the levels of authority delegated to the carer by the authority looking after him / her is made available to them.

6. Training

6.1. Induction

- 6.1.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- This Policy;
 - The staff 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 and his / her Deputy;
 - Safeguarding procedures in response to children who go missing (as outlined in Appendix 4 of this policy);
 - Safeguarding and Child protection training (level 1 equivalent including Online safety), which will be updated annually;
 - A copy of '*Part 1 and Annex B of Keeping Children Safe in Education 2021*'; and



All staff will complete the additional modules below (optional for Volunteers):

- The Educare online module on Prevent/Channel;
- The Educare online module on Sexual violence and sexual harassment between children and young people;
- The Educare module on Equality and Diversity

6.2. Child protection and Safeguarding training

- 6.2.1 All staff including the Principal will receive a copy of this policy and Part 1 and Annex B of *Keeping Children Safe in Education 2021*, the Academy's Code of conduct/Staff Handbook and the Behaviour Policy and will be required to confirm that they have read and understood these. **A record of this will be kept for training and auditing purposes.**
- 6.2.2 The Principal and all staff members will undertake appropriate child protection training which will be updated annually and following consultation with the Barnsley Safeguarding Partners¹. 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 updates via email or staff meetings to keep their skills and knowledge up to date.
- 6.2.3 Staff development will also include training on online safety and the requirement to ensure children are taught about safeguarding (including online safety)
- 6.2.4 Additionally, the Academy will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as: radicalisation; child sexual exploitation; criminal exploitation including through 'County Lines'; female genital mutilation; cyberbullying; peer on peer abuse (including sexual violence and sexual harassment) and mental health.
- 6.2.5 The Academy will ensure that ongoing development training supports staff to appropriately identify and respond to the issues referenced above.
- 6.2.6 All members of the Astrea Central Team, the local governance committee (LGC)/Trust management board (TMB) members will undertake appropriate training annually to enable them to fulfil their safeguarding responsibilities.

6.3. Whistleblowing

- 6.3.1 All staff are required to report to the Principal. If the Principal is absent or if the allegation relates to the Principal, staff are required to report directly to Astrea Chief People Officer Trust, Lesley Charlesworth-Hart and Deputy Director of Safeguarding Nicola Law. Staff must report any concern or allegations about Academy practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Whistleblowers 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.

¹ How regular the training should be undertaken must be in accordance with KCSIE 2021 the Local Safeguarding Partners advice.



- 6.3.2 See appendix 3 and the school's separate Whistleblowing Policy for full details of the procedures to be followed in relation to allegations against staff. All guidance stated in *Part 4 of Keeping Children Safe in Education 2021* regarding the management and record keeping of whistleblowing allegations must be followed, which includes liaison with the Local Authority Designated Officer as appropriate. Local Authority Designated Officer (LADO) contact information is detailed within section 11 of this policy.

7. Procedures

7.1. Cause for concern / complaints of abuse

- 7.1.1 Every complaint or suspicion of abuse from within or outside the Academy will be taken seriously and action taken in accordance with this policy.
- 7.1.2 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**.
- 7.1.3 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.
- 7.1.4 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 section 11 of this policy.
- 7.1.5 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/peer on peer 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/peer on peer 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.

At Gooseacre 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.

7.2. Action by the Designated Safeguarding Lead

7.2.1 On being notified of a concern, complaint 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 2021*;
- c) Where relevant, local information sharing protocols relating to Channel referrals;
- d) The nature and seriousness of the suspicion or complaint. A complaint involving 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.

7.2.2 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).

7.2.3 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the local authority children's social care services within 24 hours. Paragraph 71 of *Working Together to Safeguard Children 2018* 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.

7.2.4 Whether or not the Academy decides to refer a particular complaint to local authority children's social care services or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to local authority

children's social care services or the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

- 7.2.5 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 will liaise with children's social care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Early Help / 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.
- 7.2.6 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.

7.3 Early Help

- 7.3.1 In accordance with *Keeping Children safe in Education 2021* 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 Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life.
- 7.3.2 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;
 - 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.
- 7.3.3 In the first instance staff should discuss Early Help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in completing an Early Help Assessment.

- 7.3.4 All staff must be aware of the Early Help 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.
- 7.3.5 If Early Help 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 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.

7.4 Mental Health

- 7.4.1 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.
- 7.4.2 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.
- 7.4.3 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 on their mental health, behaviour and education.
- 7.4.4 Any concerns in relation to the mental health of our children and young people should be raised with the DSL, the schools Mental Health lead and in some cases the SENCO also, without delay to ensure children and young people can access the right support at the right time.

7.5 Dealing with allegations against staff, Trustees and volunteers

- 7.5.1 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 3 and follow the DfE guidance found in Part 4 of *Keeping Children Safe in Education 2021*.
- 7.5.2 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).
- 7.5.3 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.



7.5.4 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 (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.

7.5.5 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

7.6 Allegations against pupils / Responses to Peer on Peer abuse

7.6.1 Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse) and know how to identify it and respond to reports (see Appendix 2).

7.6.2 As outlined in 6.1.1, 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.

7.6.3 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 peer-on-peer abuse is unacceptable and will be taken seriously.

7.6.4 All pupils can raise concerns confidentially regarding Peer-on-peer (child on child) abuse directly with the Designated Safeguarding Lead or Deputies via email using safeguarding@astreagooseacre.org

7.6.5 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.

7.6.6 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 peer on peer abuse they should speak to the Designated safeguarding lead (or Deputy) to ensure it is dealt with immediately and report into CPOMS.

7.6.7 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.

- 7.6.8 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.
- 7.6.9 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 *Sexual Violence and Sexual Harassment between children in schools 2021* will be followed.
- 7.6.10 The Academy will take advice from children's social care services 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.
- 7.6.11 Where an allegation is made against a pupil, both the victim and the alleged perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. See Appendix 2

7.7 Missing child and Child Missing from Education procedures –

- 7.7.1 Knowing where children are during school hours is an extremely important aspect of safeguarding – refer to **Appendix 4 of this Policy for safeguarding responses to Missing Pupils.**
- 7.7.2 Children Missing from school can be an indicator of abuse and 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.
- 7.7.3 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.
- 7.7.4 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 Gooseacre Primary's **Missing Pupil Procedure** which can be found in **Appendix 4** of this 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.

7.7.5 Children Missing from Education:

- 7.7.5.1 The Academy recognises that a child going missing from education is a potential indicator of abuse or neglect, and will follow guidance from *Annex B, Keeping Children Safe in Education 2021* 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.
- 7.7.5.2 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.
- 7.7.5.3 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.
- 7.7.5.4 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.
- 7.7.5.5 Where a parent has expressed their intention to Home Educate their child, in *Keeping Children Safe in Education 2021* it advises that LAs, schools, and other key professionals should work together to coordinate a meeting with parents and carers where possible, to discuss what support can be put into place to either support the child to remain in school or to discuss next steps. This meeting will ensure that parents and carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
- 7.7.5.6 Where a parent elects to Home Educate their child, schools 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.
 - Schools must 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.
- 7.7.5.7 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 (or in default of such agreement, at intervals determined by the Secretary of State).



7.8 Informing parents

- 7.8.1** Parents 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, local authority children's social care services and / or the police before discussing details with parents.
- 7.8.2** In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) 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.
- 7.8.3** See also section 3 of **Appendix 3** 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 2021*.

8 Secure school premises

- 8.1 The Academy will take all practicable steps to ensure that Academy premises are as secure as circumstances permit.
- 8.2 Information of all visitors is kept electronically and visitors sign in and out and wear visitor badge whilst on school premises.
- 8.3 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 Site team to ensure appropriate arrangements are in place to keep children safe.
- 8.4 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.
- 8.5 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.
- 8.6 Please see the Academy's separate EYFS policy which includes guidance on the use of cameras and mobile phones in the EYFS setting. OR include details of the Academy's policy on the use of mobile phones and cameras in the EYFS setting²

² This paragraph is for schools with an EYFS setting only.

9 Confidentiality and information sharing

- 9.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The Academy has clear powers to share, hold and use information for these purposes³.
- 9.2 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.
- 9.3 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 2021*
 - *Working Together to Safeguard Children (July 2018)*;
 - the *Prevent Duty Guidance for England and Wales (2015)*;
 - *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 July 2018, which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- 9.4 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.

10 Monitoring

- 10.1 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.
- 10.2 In addition, the Designated Safeguarding Lead will monitor the operation of this policy and its procedures and will make an annual report to the the local committee.
- 10.3 Trustees will undertake an annual review of this policy and its procedures and of the efficiency with which the relevant duties have been discharged.
- 10.4 Trustees will ensure that any deficiencies or weaknesses in regards to child protection and Safeguarding arrangements are remedied without delay.

³ Paragraph 105, *KCSIE 2021*



11 Contacts

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

Mr Jack Moore – Principal
Gooseacre Primary Academy, Gooseacre Avenue, Thurnscoe, S63 0NU
Jack.moore@astreagooseacre.org
Tel 01709 893569

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

Mrs Rebecca Stansbury – Family Liaison & Safeguarding Officer
Gooseacre Primary Academy, Gooseacre Avenue, Thurnscoe, S63 0NU
Rebecca.stansbury@astreagooseacre.org
Tel 01709 893569

11.3 The Details of the **Local Authority designated officer (LADO)** are as follows:

Ruth Holmes
01226 772341

11.4 The telephone numbers of Barnsley MBC's Children's social care services departments are as follows:

| | |
|----------------------------------|--------------|
| Assessment/JIT Team | 01226 772423 |
| Out of Hours/Emergency Duty Team | 01226 787789 |
| Disabled Childrens Team | 01226 774050 |

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

| | |
|----------------------------------|--------------|
| Prevent – South Yorkshire Police | 0114 2523217 |
| Barnsley MBC Prevent Officer | 01226 787733 |

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

Academy Principal:

Mr J Moore – 01709 893569

Chair of Local Governance Committee (LGC):

Mr J Woffinden – j.woffinden@baurghgreenprimary.co.uk

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

Kate Pearson (SENCO) – 01709 893569

Academy Mental Health Lead:

Donna Olsen – 01709 893569

Other Useful contacts:

| | |
|----------------------------------|--|
| 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 fm@fco.gov.uk Monday to Friday, 9am to 5pm Out of hours: 020 7008 1500 (ask for the Global Response Centre) |

Astrea Academy Trust Deputy Director of Safeguarding Details:

Nicola Law

Mobile: 07392 866262
Email: Nicola.law@astreaacademytrust.org

| | |
|----------------------|-------------------|
| Authorised by | Jack Moore |
| Date | 01 September 2021 |

| | |
|-------------------------------------|-------------------|
| Effective date of the policy | 01 September 2021 |
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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 2021* 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 referral's;
 - To channel programme where there is a radicalisation concern;
 - Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service 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, child protection and safer recruitment procedure, 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 ensure the schools Child protection policies are known, understood and used appropriately by all staff;
 - 1.8. To ensure the schools Child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
 - 1.9. To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
 - 1.10. To liaise with the Designated Officer (LADO), the local authority children's social care services and other external agencies on behalf of the Academy;
 - 1.11. Keep the Principal informed of all actions unless the Principal is the subject of a complaint (see **Appendix 3** for the procedures for dealing with allegations against staff);
 - 1.12. To monitor the keeping, confidentiality and storage of records in relation to child protection;
 - 1.13. 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;



- 1.14. To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.
 - 1.15. 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.
 - 1.16. To liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
 - 1.17. To understand and recognise the additional risks that children with special educational needs and disabilities (SEND) can face, including online.
 - 1.18. 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.
 - 1.19. 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 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 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.
 - 1.20. 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 WRAP 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.
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 and Neglect

1.Types of abuse and Neglect –All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another

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 2018* 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 adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.6 **Specific Safeguarding issues:**

Keeping Children Safe in Education 2021 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 – including Sexting;
- Private fostering;
- Radicalisation and Hate;
- Peer on Peer 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 2021* 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, deliberately missing education 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 Peer on Peer /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, and serious youth violence. 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

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

1.6.8 Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. 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 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

1.6.10 Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’

1.6.11 Where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

1.6.12 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.

1.6.13 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).

1.6.14 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/suspicions 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.

1.6.15 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)*.

1.6.16 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.

1.6.17 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”.

1.6.18 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.

1.6.19 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.

1.6.20 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.

1.6.21 Like other forms of abuse and 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.

1.6.22 Female genital mutilation: FGM refers to procedure 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.

1.6.23 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.



1.6.24 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.

1.6.25 Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

1.6.26 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.

1.6.27 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.

1.6.28 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.

1.6.29 Those failing to report such cases will face disciplinary sanctions.

1.6.30 It will be rare for teachers to see visual evidence, and they should not be examining pupils. This mandatory reporting duty commenced in October 2015.

1.6.31 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.*

1.6.32 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.

1.6.33 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.

1.6.34 Peer on peer abuse

All staff should be aware safeguarding issues can manifest themselves via peer on peer 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 and/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).

1.6.35 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 peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

1.6.36 At Gooseacre 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.

1.6.37 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.

1.6.38 All allegations of Peer on peer 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 2 points 4 & 5.

1.6.39 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 the

- 1.6.40 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 December 2020](#) which outlines the steps to be taken – see part 4 and 5 of this Appendix.
- 1.6.41** 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 involves 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.
- 1.6.42 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.**
- 1.6.43 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.
- 1.6.44** A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- 1.6.45** 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.
- 1.6.46** 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.
- 1.6.47 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.

- 1.6.48** 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.
- 1.6.49** On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered
- 1.6.50** **Online safety** – see [name of school] [name of associated policy e.g. 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 peer-on-peer abuse) must be reported to the DSL.**
- 1.6.51** The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk known as the 4 C's (upon which the Online safety Policy is based):
- **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: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
 - **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 of this nature to the Anti-Phishing Working Group (<https://apwg.org/>).
- 1.6.52** There are close links between online safety concerns and peer-on-peer abuse. Whilst there are risks of online peer-on-peer 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.
- 1.6.53** 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.
- 1.6.54** As part of the Annual Safeguarding Audit, the Academy will undertake an annual review of the approach to online safety, inclusive of an annual Risk Assessment which will be shared with the Local committee.



1.6.55 Additional information regarding keeping children safe online (including when they are online at home) is provided in *Annex D of Keeping Children Safe in Education 2021*.

1.6.56 Online safety during Covid 19 lockdown – see Appendix 5 of this policy.

2. Signs of abuse

- 2.1. Possible signs of abuse include, but are not limited to:
- 2.2. The pupil says they has been abused or asks a question or makes a comment which gives rise to that inference;
- 2.3. 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;
- 2.4. 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;
- 2.5. The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- 2.6. The pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;
- 2.7. The pupil appears neglected, e.g. dirty, hungry, inadequately clothed; and
- 2.8. The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.
- 2.9. 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.
- 2.10. 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

- 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 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** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 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 cause.
- 3.4. 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.
- 3.5. 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.
- 3.6. *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;
- * 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."
- 3.5. 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 On-line Radicalisation \(2015\)](#) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk**

Guidance for staff and volunteers on suspecting or hearing a complaint of abuse / Responding to a cause for concern

4. Action staff must take

- 4.1. A member of staff, supply staff or volunteer suspecting or hearing a complaint of abuse (including peer-on-peer abuse and Online safety concerns):
- 4.1.1. 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;
 - 4.1.2. Must not ask leading questions, i.e. a question which suggests its own answer;
 - 4.1.3. 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
 - 4.1.4. **Staff are not to view or forward illegal images of a child.**
 - 4.1.5. 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.

- 4.2. The CPOMS log must clearly outline those involved using initials for students and full names and roles of professionals and family members.
- 4.3. 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.
- 4.4. 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.
- 4.5. All suspicions or complaints 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.
- 4.6. If there is a risk of immediate serious harm to a child or young person a referral should be made to children's social care immediately and Police where required.
- 4.7. 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.

5. Action DSL must take in respect of Peer on Peer abuse

- 5.1 Reports of Peer on peer 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 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 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.

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 \(cps.gov.uk\)](https://www.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:

5.20.1 Manage Internally

5.20.2 Early Help

5.20.3 Referral to Childrens Social Care

5.20.4 Reporting to the Police

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



Appendix 3 - Dealing with allegations against staff, the Principal, Trustees or volunteers

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.
- 1.2 Any allegations not meeting these criteria (known as 'Harms Threshold') will be dealt as a 'low level' concern in accordance with section two of *part 4 of Keeping Children safe in Education 2021* 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 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.
- 2.2 The Principal should notify the Deputy Director of Safeguarding and the Chief People Officer.
- 2.3 Before contacting the designated officer (LADO), a 'case manager' will be assigned to conduct basic enquiries/'Fact find' to establish the facts to help to determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.
- 2.4 The fact find 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
- 2.5 The allegation and details of the basic enquiry/'fact find' will be discussed with the designated officer (LADO), within 24 hours of the allegation being raised, before further action is taken. Where appropriate, the Principal will consult with the



Designated Safeguarding Lead. 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.

- 2.6 Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Trust's Deputy Director of Safeguarding and Chief People Officer, without first notifying the Principal. Again, the allegation will be discussed immediately with the designated officer before further action is taken.
- 2.7 Where an allegation is made against any Trustee or local committee member, the matter should be reported immediately to the Trust's Deputy Director of Safeguarding and the Assistant CEO.

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 case manager should discuss with the LADO, the nature, content and context of the allegation and agree a course of action.
- 3.3 The case manager will inform the accused person of the allegation as soon as possible after the designated officer (LADO) has been consulted, if it has been agreed with the Designated Officer that it is appropriate to do so, and where necessary the Police and Social care.
- 3.4 Where the designated officer advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.5 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. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.6 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.
- 3.7 Where the case manager 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.

- 3.8 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 decide the next steps with the case manager.
- 3.9 Where the initial discussion leads to no further action, the case manager 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' 2021* and the Academy's employment procedures.
- 4.2 Whilst schools are not the employers of supply teachers, 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 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.
- 5.3 Low Level concerns should be reported to the Designated safeguarding Lead (DSL) or deputy. Where a low level concern is raised about the DSL, it should be shared with the Principal.
- 5.4 The DSL will confidentially record all low level concerns, the context in which they arose and action taken. The DSL will record the name of the individual who raised the low level concern unless they wish to remain anonymous then that should be respected as far as reasonably possible.
- 5.5 The DSL should collect as much information as possible by:
- speaking directly with the person who raised the concern;
 - to the individual involved and any witnesses;



- review 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 behavior 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 Deputy Director 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 compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) where appropriate. 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 child protection 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 Disclosure and Barring Service.
- 6.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA).
- 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 2021'*, 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 Academy will retain all safeguarding records and relevant personnel records for so long as reasonably required⁴. 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.

⁴ 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 - Missing Pupil Procedures

Gooseacre Primary Academy's Safeguarding responses to Pupils/students who go missing

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 – whole academy building and inside of the academy grounds (including school fields and woodland area on the perimeter)
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.

The search outside school should include: Gooseacre Avenue, Merrill Road, local allotment area (adjacent to academy grounds) and the two paths off Merrill Road, which lead to derelict land

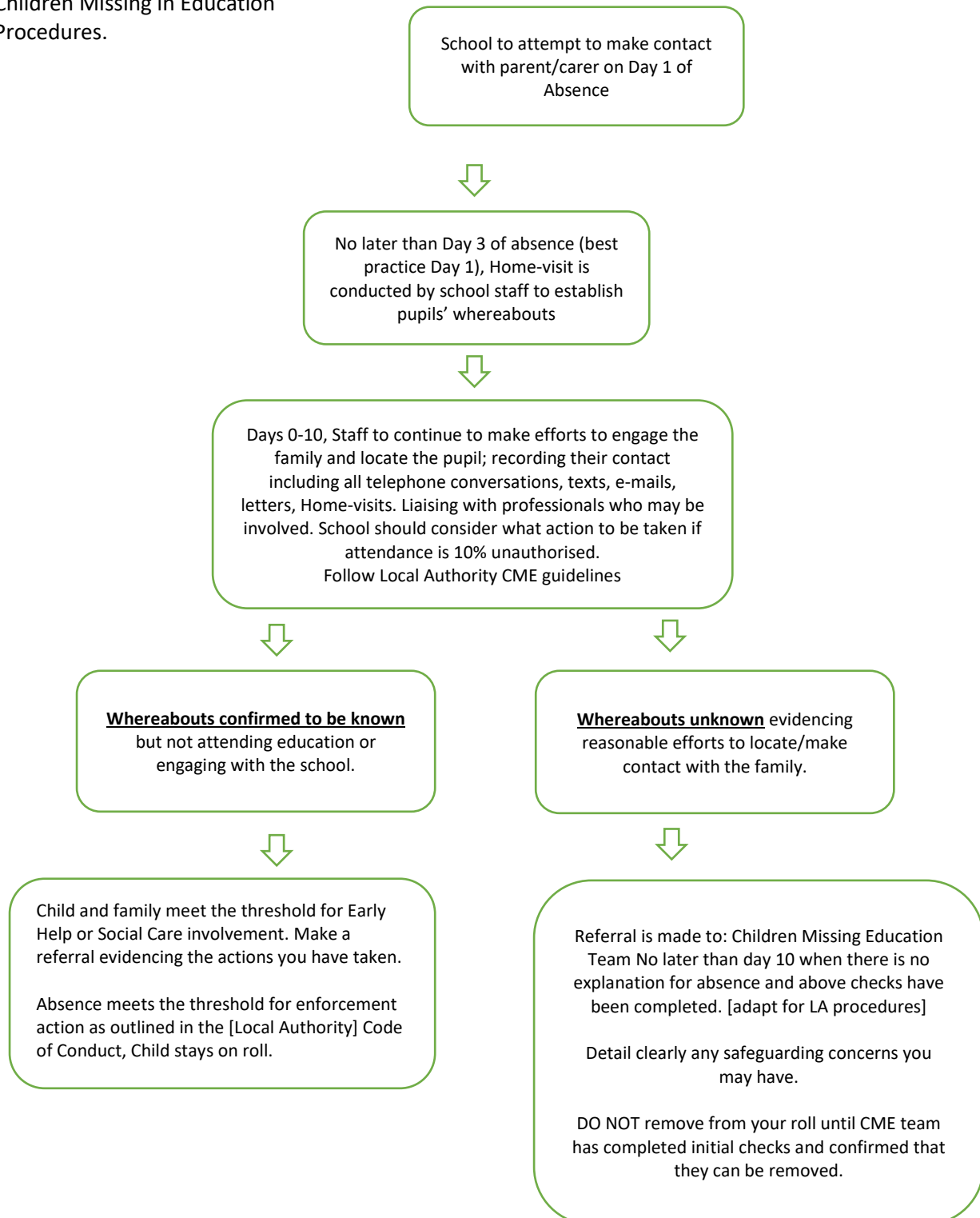
If the student has not been found after 10 minutes, then parents/carers should be notified.

6. **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 lead 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.
7. The Deputy Director of Safeguarding is to be informed once key agencies have been informed.
8. 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.
9. After The Incident, The Principal and DSL will carry out a full investigation taking statements from all the staff present at the time.
10. The Deputy Director 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/organizer, 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.
6. If the student has not been found within 10 minutes, the police must be called by dialling 999 and then parents should be informed. If hospitalisation is required TWO staff minimum (1 must be a teacher) must go in the ambulance.
7. After any incident of a missing student, CPOMS report must be completed giving full details of how and when the incident occurred.
8. Principal and DSL investigate (as point 9 above)
9. Deputy Director of Safeguarding Conducts Post Incident reflection

Children Missing in Education Procedures.



Appendix 5 - COVID-19 school closure / phased re-opening / full reopening arrangements for Safeguarding and Child Protection Updated 17.07.2021

School Name:

Date:

Date shared with staff:

1. Context

During the Pandemic, if at any stage schools are advised to close/only remain partially open due to national or local lockdowns, this addendum will be utilised, until that point, staff should refer to the full Astrea Child Protection and Safeguarding Policy and procedures.

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to Coronavirus (COVID 19).

All Astrea schools continue to have a Covid19 Risk Assessment in place which is reviewed regularly and in accordance with any guidance changes, taking account of Safeguarding at every stage. This addendum of the Astrea Safeguarding and Child Protection policy 2021-2022, contains details of our individual safeguarding arrangements in line with revised procedures from the local safeguarding partners and following guidance set out by the Department of Education (DfE) - in the following areas:

1. Context
2. Vulnerable children
3. Attendance monitoring
4. Designated Safeguarding Lead
5. Reporting a concern
6. Safeguarding Training and induction
7. Children moving schools and colleges
8. Safer recruitment/volunteers and movement of staff
9. Supporting children's Mental health
10. Online safety in schools and colleges
11. Children and online safety away from school and college
12. Supporting children not in school
13. Supporting children in school
14. Peer on Peer Abuse
15. Support from Astrea Safeguarding

Key contacts

| Role | Name | Contact number | Email |
|-------------------------------------|-------------------|----------------|--|
| Designated Safeguarding Lead | Jack Moore | 01709 893569 | Jack.moore@astreagooseacre.org |
| Deputy Designated Safeguarding Lead | Rebecca Stansbury | 01709 893569 | Rebecca.stansbury@astreagooseacre.org |
| Principal | Jack Moore | 01709 893569 | Jack.moore@astreagooseacre.org |
| Deputy Director of Safeguarding | Nicola Law | 07392 866262 | Nicola.law@astreaacademytrust.org |
| Director of Inclusion | Nicola Crossley | 07393 237674 | Nicola.crossley@astreaacademytrust.org |
| SENDCO | Kate Pearson | 01709 893569 | Kate.pearson@astreagooseacre.org |
| Vice Principal | Joanne Town | 01709 893569 | Joanne.town@astreagooseacre.org |

2. Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a **child in need plan**, a **child protection plan** or who are a **looked-after child**;
- have an **education, health and care (EHC) plan**;
- have been identified as **otherwise vulnerable** by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - **children and young people on the edge of receiving support** from children's social care services or in the process of being referred to children's services
 - **adopted children or children on a special guardianship order**
 - those **at risk of becoming NEET** ('not in employment, education or training')
 - those **living in temporary accommodation**
 - those who are **young carers**
 - those who may **have difficulty engaging with remote education at home** (for example due to a lack of devices or quiet space to study)
 - **care leavers**
 - others at the provider and local authority's discretion including pupils and students who need to attend **to receive support or manage risks to their mental health**.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. Senior leaders have the flexibility to offer a place to those on the edge of receiving children's social care support.

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. There is an expectation that vulnerable children who have a social worker will attend an education setting during any lockdown period, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

3. Attendance monitoring

Following reopening on 8th March 2021, Attendance is again mandatory for all pupils.

Should any guidance change regarding local or national lockdown, the school will again be expected to code absence accordingly and conduct homevisits and phone calls to monitor wellbeing and access to learning. This section of the addendum will be reviewed following guidance changes.

4. Designated Safeguarding Lead

The school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Mr Jack Moore

The Deputy Designated Safeguarding Lead is: Mrs Rebecca Stansbury

The aim is to have a trained DSL (or deputy) available on site, however where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. If necessary, DSL's may be required to support another Astrea school, if there is a need for DSL support, however, this will only be actioned when agreed on an individual basis with both the Principal's and the Deputy Director of Safeguarding.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader/nominated member of staff will assume responsibility for co-ordinating safeguarding on site **in line with the DSL/SLT rota.**

During a lockdown period - Day to day Safeguarding may include:

- Updating and managing access to child protection online management system CPOMS;
- Liaising with the offsite DSL (or deputy);
- As required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy).

On each day that the DSL is not available on site, staff will be made aware of who to contact and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Astrea Child Protection and Safeguarding Policy, this includes making a report to the DSL and recording onto CPOMS which can be done remotely where necessary. This must be completed without delay.

In the unlikely event that a member of staff cannot access CPOMS, they should email the Designated Safeguarding Lead, the Deputy DSL or SLT on Rota and Principal. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay during the school day and when a concern arises out of hours.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal without delay in line with *Astrea Child Protection and safeguarding Policy*. This should be done verbally and followed up with an email to the Principal.

If staff have a concern about the Principal, the staff member should report to:

Nicola Law, Astrea Deputy Director of Safeguarding and **Lesley Charlesworth-Hart, Chief People Officer** without delay.

Astrea Academy Trust HR team and Safeguarding Lead will continue to offer support in the process of managing allegations.

6. Safeguarding Training and induction

DSL's must continue to access Local Authority DSL training, updated every two years. All Trust staff can access the Educare Safeguarding Training package to keep refreshed on Child Protection in Education and key safeguarding concerns.

All existing school staff have had safeguarding training and have read part 1 and Annex B of *Keeping Children Safe in Education (2021)*. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Staff should continue to receive updates and reminders on safeguarding requirements and specific safeguarding concerns regularly.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction, virtually delivered by the DSL.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS with children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust and externally from the Trust, schools should seek assurance that the member of staff has received appropriate safeguarding training. Where there are gaps in learning, please ensure they access level 1 equivalent Safeguarding training (Educare) – for further support/guidance please contact Astrea Deputy Director of Safeguarding.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Children moving schools and colleges

Children may not be able to attend their usual school during this time and therefore children may join the school for a period of time during their own school's closure period.

Whether another child temporarily joins the school, or a child who usually attends the school attends another setting, it will be important for any school or college to do whatever they reasonably can to provide the receiving school with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

For looked-after children, any change in school should be led and managed by the Virtual School Headteacher with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them.

As a minimum the receiving school should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe.

8. Safer recruitment/volunteers and movement of staff

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, the school will continue to keep the single central record (SCR) up to date as outlined in KCSIE.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes in line with Astrea Child Protection and Safeguarding Policy, Astrea Recruitment Policy, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where the school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The school will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found in KCSIE.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

9. Supporting children's mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils, their parents and staff. Teachers should be mindful of this, in setting expectations of pupils' work where they are at home.

DSL's must ensure that relevant safeguarding and welfare information held on all children remains accurate. Schools and colleges (led by the DSL or deputy) should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of, in order to best support them in school and whilst accessing learning at home.

Government guidance on [mental health and behaviour in schools](#), can help schools to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or college (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from Astrea Therapeutic / specialist staff or external support services.

10. Online safety in schools and colleges

The school will continue to provide a safe environment, including online. This includes the use of a filtering, monitoring and metering system. The DSL/ICT Leads will continue to monitor any notifications from this system.

Where students are using computers in school, appropriate supervision will be in place.

The Acceptable Use Policy Agreement signed by all staff and pupils annually, is still in place during the period of school closure and has been updated to include remote online education and use of school devices in the home.

11. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Astrea Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the the school code of conduct and AUP for remote learning.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Schools may wish to use these resources to understand more about ensuring online education is safe:

- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education

Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

The school will support parents and carers during this time to reinforce the importance of children staying safe online. It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Maintaining a safe online environment is of upmost importance and the school continues to encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on. Parents and carers can access the resources below to keep their children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Childline and CEOP hyperlinks are accessible on all schools websites.

A Safeguarding Email inbox is set up and monitored by the DSL/duty DSL with a link on the school website to enable children to report concerns to a member of duty staff –

safeguarding@astreagooseacre.org

To report any harmful or upsetting content Harmful, support can be accessed by:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

12. Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its Children and Young people. During any period of school closure, the school will ensure that **all children are contacted by phone or doorstep visits at regular intervals as outlined below:**

- Weekly doorstep visits for vulnerable children and those on the edge of care (who have not continued to regularly attend school)
- Those not engaging with home / online learning should receive weekly doorstep visits
- Weekly calls for all other children (*in addition* to the home / online learning contact they will already be receiving)
- All those with Social Workers require a planning meeting to ensure that visits are coordinated in between agencies and to ensure alignment with statutory timeframes (weekly visits for those open to social care as agreed with social worker)
- Weekly contact logs to be kept which details the numbers of children contacted via doorstep visits / telephone / online contact, comparing ALL / SEN / PP / EAL / NSEN / NPP / NEAL with an expectation that contact will be made with all children

As outlined above, the DSL will liaise with all allocated social workers to ensure that children are regularly seen if not attending school – doorstep visits should continue to be conducted by social care and school on a weekly basis where required and agreed between services.

A door step visit is a home visit, being mindful of social distancing, where staff are not to enter the house of a child/young person but to stand at least 2 metres/6ft from the door and speak with both parents and child/young person.

Any planned CP/Multi-Agency review meetings to be accessed via phone/conference calls, as necessary.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person following the guidance above. Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. The DSL and social workers will work together to ensure communication is regular, in line with any plans and may support one another to conduct visits where appropriate. Where concerns arise, the DSL will consider any referrals as appropriate.

The school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. As stated in section 8, we continue to support children in and outside of school, making referrals to provide additional support where necessary.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

The school will share safeguarding messages on its website and social media pages.

13. Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its students. Our school continues to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The school will refer to the [Government guidance for education and childcare settings](#) on how to implement appropriate protective measures to limit the risk of spread of COVID19 in accordance with updated guidance.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

14. Peer on Peer Abuse

The school recognises that during the closure, a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within Astrea Child Protection and Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partners required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support and reporting Bullying or abuse online can be accessed via the school by sending a direct email to safeguarding@astreagooseacre.org and by accessing the key agencies as listed below.

- the [National Crime Agency's Child Exploitation and Online Protection command](#)
- [Anti-Bullying Alliance](#) for children who are being bullied

15. Support from Astrea Academy Trust

Astrea central team continues to be available to provide support and guidance to colleagues as appropriate.

The Deputy Director of Safeguarding continues to be available to all DSL's and Principal's in order to carry out their role effectively. This may include remotely accessing CPOMS files for the purpose of quality assurance, support, guidance and direction.

The Deputy Director of Safeguarding will also provide regular group and individual supervision sessions. This may take the form of an online meeting.