"Together in Achievement"

Child Protection and Safeguarding Policy

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Child Protection & Safeguarding Policy

Introduction

All the academies within ASPIRE recognise their responsibilities for safeguarding children and protecting them from harm.

This Child Protection & Safeguarding Policy will be reviewed by the MAT Board

> Date of last review: September 2023 (v9.0); February 2024 (v9.1)
> Date of next review: September 2025

Our policy applies to all staff, governors and volunteers working in the MAT and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Board.

We will ensure that all parents/carers are made aware of the academies' responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Child Protection and Safeguarding Policy.

These duties and responsibilities, as set out within the Education Act 2002 sections175 and 157, DfE Statutory Guidance Keeping Children Safe in Education [KCSiE] 2024 and HM Working Together to Safeguard Children 2015, are incorporated into this policy.

SAFEGUARDING

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of Nottinghamshire Safeguarding Children Board (NSCB).

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

NB. Children includes everyone under the age of 18 years of age.

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health;

- Meeting the needs of children with special educational needs and/or disabilities;
- The use of reasonable force;
- Meeting the needs of children with medical conditions;
- Providing first aid;
- Educational visits;
- Intimate care and emotional wellbeing;
- Online safety and associated issues;
- Appropriate arrangements to ensure academy security, taking into account the local context;
- Keeping children safe from risks, harm and exploitation: KCSIE 2023 Annex A.

Safeguarding can involve a range of potential issues, both online and offline, such as:

- Neglect, physical abuse, sexual abuse and emotional abuse;
- Contextualised abuse;
- Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice-based bullying;
- Child-on-child abuse;
- Racist, disability and homophobic, biphobic or transphobic abuse;
- Gender based violence/violence against women and girls;
- Extremist behaviour and/or radicalisation;
- Child sexual exploitation and human trafficking;
- The impact of new technologies, including 'sexting' and accessing pornography;
- Child-on-child sexual violence and sexual harassment;
- 'Up-skirting' – taking a picture under a person's clothing without their knowledge;
- Substance misuse;
- Issues which may be specific to a local area or population, for example gang activity and youth violence;
- Initiation/hazing type violence and humiliating rituals;
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within ASPIRE will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our Trust therefore, led by senior members of staff/governors, aims to provide a safe environment and vigilant culture where children can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm. It is of the upmost importance to us that all Aspire schools foster a culture where pupils can speak out or share any concerns with staff.

Where staff members have concerns about a child (as opposed to a child being in immediate danger), they will inform the Designated Safeguarding Lead. Although any staff can make a referral to children's social care, where a child is identified as being in immediate danger there should be no delay in a member of staff reporting the concerns directly to children's social care or the policy as required.

The Senior Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions;
- Are young carers;
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- Have English as an additional language;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence ;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- Are asylum seekers;
- Are at risk due to either their own or a family member's mental health needs;
- Are looked after or previously looked after;
- Are missing or absent from education for prolonged periods and/or repeat occasions; or who have unexplainable and/or persistent absences from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated.
- Go missing from school or home and are subsequently found in areas away from their own.
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim.

Mental Health Awareness

Aspire recognises the critical role mental health plays in overall student well-being and safety. Staff are trained to identify signs of mental health issues and understand the importance of early intervention. Staff look out for:

- Changes in behaviour or academic performance
- Withdrawal from social interactions
- Signs of self-harm or talk of suicide

Steps to take if concerned are to report concerns to the Designated Safeguarding Lead (DSL) immediately and to follow the school's protocol for mental health support and intervention. Pupils we are concerned about will receive appropriate support and referrals will be made to mental health services if necessary.

The Policy

There are five main elements to our policy:

- Providing a safe environment in which children can learn and develop;
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan;
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.

We recognise that because of the day-to-day contact with children, academy staff are well placed to observe the outward signs of abuse.

The academies therefore will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are trusted adults in the academy whom they can approach if they are worried
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies;
- Include opportunities in the PSHE or SRE curriculum for children to develop the skills they need to recognise and stay safe from abuse:
  - recognising and managing risks including online, sexual exploitation, sexting and running away;
  - recognising and managing risks including online, sexual exploitation, sexting and running away as well as radicalisation;
  - developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and child-on-child abuse;
  - recognising how pressure from others can affect their behaviour.
- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the academy;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice;
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (DfE Keeping Children Safe in Education 2023 Part 4), and the NSCB Local Inter-agency Procedures ;
- Provide first aid and meet the health needs of children with medical conditions;
- Ensure academy site security;
- Address drugs and substance misuse issues;
- Support and plan for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation;
- Everyone having a duty to safeguard children inside/outside the academy environment including academy trips, extended academies, activities and vocational placements.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2023 to:

- Ensure all academies have a Snr Designated Safeguarding Lead (DSL) (who is a member of the academy leadership team) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role;
- Ensure all academies have a nominated governor responsible for child protection/ safeguarding;
- Ensure that we have a Designated Teacher for Looked-After children in all academies;

- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the Snr Designated Safeguarding Lead and their deputy(s) responsible for child protection and their role;

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or to children's social care/police if a child is in immediate danger;

- Ensure all staff and volunteers are aware of the early help process and understand their role in it;

- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously;

- Ensure that there is a complaints' system in place for children and families;

- Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection and safeguarding by setting out its obligations in the academy prospectus and on the academy's website;

- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;

- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences;

- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard;

- Ensure all records are kept securely; separate from the main pupil file, and in a locked cabinet in an office (not a classroom);

- Ensure that we follow robust processes to respond when children are absent from education or missing from home or care;

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer;

- Ensure safe recruitment practices are always followed in accordance with Keeping Children Safe in Education 2023

- Apply confidentiality appropriately;

- Apply the escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk. When at academy their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

The academies will endeavour to support the pupil through:

- The content of the curriculum

- An academy ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued

- The academy behaviour policy and anti-bullying statement which is aimed at supporting vulnerable pupils in the academy. The academy will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred

- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new academy immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised
- Where an Aspire school places a pupil in an alternative provision provider, the school recognises that it continues to be responsible for the safeguarding of that pupil. Each school should carry out a risk assessment to be satisfied that the placement meets the pupil's needs

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Safe Staff and Supporting Staff

- School leaders, staff and members of the governing body will be appropriately trained in safer working practices.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. Keeping Children Safe in Education 2023 details exactly which checks need to be made on staff, governors and volunteers. Aspire academies will ensure that their Single Central Records fully adhere to this statutory guidance.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of our code of conduct. This includes contact between staff and pupils outside the work context
- In the event of any complaint or allegation against a member of staff, the Head Teacher (or the Designated Safeguarding Lead) if the Head Teacher is not present, will be notified immediately. If it relates to the Head Teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly in collaboration with the Local Authority Designated Officer (LADO) and HR colleagues
- Staff may find some of the issues relat
- ing to child protection and the broader areas of safeguarding upsetting, and may need support which should be provided by the school and their Human Resources Team. Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team
- All new employees will be appropriately inducted to their role with the provision of safeguarding training from a senior member of staff.
- We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Visitors to school sites

- All staff in Aspire academies have a responsibility to provide a safe environment in which children can learn. There will be occasions when our academies have several types of visitors, those with a professional role i.e., educational psychologists, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in school such as a sports day.

- Aspire academies do not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day.

- Headteachers will use their professional judgement about the need to escort or supervise such visitors.

- For visitors who are there in a professional capacity, staff will always check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks. We will not ask to see the certificate in these circumstances). Careful consideration is given to the suitability of any external organisations.

- Aspire academies follow the document: Guidance on Visitors, including VIPs to Nottinghamshire schools, published by the Nottinghamshire Safeguarding Children's Partnership updated 2024**.**

Links to other Aspire MAT and individual academy policies

This policy should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in our academies:

- Behaviour Policy (including Anti-Bullying)
- Child-on-child Abuse Policy
- Code of Conduct for Parents/Carers/Visitors
- Complaints Policy
- Data Protection Policy
- Looked After Children Policy
- Sex and Relationships Education (SRE) Policy
- Special Educational Needs Policy
- Staff Disciplinary Procedure – including Allegations Against Staff and Staff Code of Conduct
- Whistle Blowing Policy

All Agencies

- [Pathway to Provision Version 9.1 (NCC)](#)
- [Guidance where children are at risk of missing education](#)
- Escalation policy (NCC)
- [Interagency Safeguarding Children Procedures of the NSCB](#)

APPENDIX 1

Roles and Responsibilities

Everyone

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our academies who come into contact with children and their families have a role to play in safeguarding children. All staff in our academies consider, at all times, what is in the best interests of children.

- All staff within the MAT are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

- All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

- All our staff are aware of systems within ASPIRE academies and these are explained to them as part of staff induction, which includes sharing this policy and Keeping Children Safe in Education [KCSiE] 2023 Part 1. Our academies utilise an induction checklist when staff are inducted which includes the above.

- All our staff receive child protection and safeguarding protection training annually, delivered either by our CEO or via 'The Key for School Leaders' online safeguarding training.

- All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

- All our staff know what to do if a child is raising concerns, disclosures of abuse and neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children

To achieve this, all staff will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Prepare pupils for life in modern Britain; there will be a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.

- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

- Follow the allegations procedures if the disclosure is an allegation against a member of staff.

- Follow the procedures set out by the LSCB and take account of KCSiE 2023 Part 1.

- Support pupils in line with their child protection plan.

- Treat information with confidentiality but never promising to "kmentaleep a secret".

- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.

- Liaise with other agencies that support pupils and provide early help.

- Ensure they know who the DSL and Deputy DSL are and know how to contact them. The availability of the DSL, in exceptional circumstances, could include Skype

- Have an awareness of the Child Protection Policy, the Behaviour Policy; the staff code of conduct; the role and identity of the designated safeguarding lead (DSL) and deputy/deputies, the ICT and acceptable use/online safety policy, which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response for children who have unexplainable and/or persistent absences from education.

- Be aware of all systems

- Undertake training which will include online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring

Teachers (including NQTs) and Headteachers **– Professional duty**

The Teacher's Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

Designated Safeguarding Lead (DSL)

- The DSL is a member of the senior leadership team. Our DSL is [name/job title of individual]. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

- All academies have a Snr Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the academy leadership team and their responsibilities are explicit in their job description. These are explained in the table below.

- We also have a Deputy Safeguarding Lead, who will provide cover for the Snr Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Snr Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the academy ethos and that specific duties are discharged. They will assist

the Snr Designated Safeguarding Lead in managing referrals, attending Child Protection conferences, reviews and meetings and supporting the child/children.

- There are Designated Safeguarding Officers named within this policy. They have completed the same training as the Senior and Deputy Safeguarding Lead and are overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children on roll.

- We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the academy, which will be followed by all of the members of the academy community in cases of suspected abuse.

The Snr Designated Safeguarding Lead is expected to:

1. **Manage Referrals**
   - Refer cases of suspected abuse or allegations to the relevant investigating agencies
   - Support staff who make referrals to children's social care and other referral pathways
   - Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required

2. **Work with others**
   - Liaise with the headeacher (or other Senior Leader where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations
   - As required, liaise with the 'case manager' and the LADO [Local Authority Designated Officer] where there are child protection concerns/allegations that relate to a member of staff.
   - Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
   - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
   - Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Board procedures and practice guidance

3. **Undertake training**
   - Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
   - The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training.

   The training undertaken should enable the Designated Safeguarding Lead to:
   - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
   - Have a good understanding of harmful sexual behaviour

- o Have a good understanding of the filtering and monitoring systems and processes in place
- o Understand the assessment process for providing early help and intervention through the Pathway to Provision, EHAF and the Early Help Unit.
- o Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- o Ensure that each member of staff has access to the child protection policy and procedures.
- o Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- o Be able to keep detailed, accurate, secure written records of concerns and referrals
- o Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- o Encourage a culture of protecting children; listening to children and their wishes and feelings.

4. **Raise awareness**
   - o Ensure that the child protection policies are known, understood and used appropriately.
   - o Ensure that the child protection policy is reviewed annually in consultation with staff members and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
   - o Work strategically to ensure policies and procedures are up to date and drive and support development work within the academy.
   - o Ensure that the child protection policy is available to parents and carers and uploaded to the academy website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
   - o Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
   - o Emphasise the necessity of ongoing safeguarding training for all staff.
   - o With the headteacher, schedule regular training sessions, including updates on the latest safeguarding practices including ensuring that all staff are aware of the latest KCSiE guidelines
   - o Strengthen collaboration with local safeguarding partners.
   - o Establish clear protocols for working with local authorities, health services, and other relevant agencies.

5. **Child Protection file**
   - o The Snr Designated Safeguarding Leads are responsible for ensuring that when a child leaves the academy their 'concern', 'child protection' file is transferred to the new academy or college at the same time the child goes on roll of its new academy or education provision.

6. **Availability**
   - o During term time the Snr Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Appropriate arrangements will also need to be in place

for any out of school hours' activities in line with the guidance contained in KCSiE 2023.

Headteacher

The Headteacher of academies will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- All staff have access to and read this policy and KCSiE part 1;
- There are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE parts 1 and 2;
- Where there is an allegation made against a member of staff (either paid or unpaid) and meets the criteria for a referral to the LADO, this will be discussed immediately with the LADO (within 24 hours) and ensure that cases are managed as per KCSiE part 4. NB If the allegation is against the headteacher, then the local governing body will manage the allegation – see below;
- Online safety training is included in staff safeguarding and child protection training;
- Staff (including temporary staff) and volunteers are informed of our systems which support safeguarding as part of their induction;
- All staff understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect;
- This policy is communicated to parents/carers when their child joins the school and via the school website;
- They are making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this;
- Ensure the relevant staffing ratios are met, where applicable;
- Each child in the Early Years Foundation Stage is assigned a key person;
- The safe use of technology, mobile phones and cameras in the setting is happening.

Local Governing Body

The local governing body and the Aspire Board will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the academy's ethos and reflected in the academy's day to day safeguarding practices by:

- Making sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness;
- Reviewing the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards;
- Making sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role;
- Making sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners;
- Making sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training;

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues within the school;

- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCB guidance and monitor the school's compliance with them;

- Ensuring that safeguarding policies and procedures are in place for <u>appropriate</u> action to be taken in a <u>timely</u> manner to promote a child's welfare;

- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2023, Working Together to Safeguard Children 2018 and the HM Government guidance 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers', published July 2018.;

- Ensuring cooperation with the local authority and other safeguarding partners;

- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and a Designated Teacher for Looked- After Children is appropriately trained;

- Ensuring that all staff read and understand at least part 1 of KCSIE 2023 and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One;

- Ensuring that the governing body is collectively responsible for the school's 'safeguarding arrangements'. All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities;

- The Chair of Governors and Named child protection/safeguarding governors will access role specific training to enable them to discharge and comply with their child protection/ safeguarding responsibilities;

- Ensuring there is a training strategy in place for all staff, including the Head Teacher, so that child protection training is undertaken with refresher training at three yearly intervals. The Snr Designated Safeguarding Lead and all other staff with designated safeguarding responsibilities should receive refresher training at two yearly intervals;

- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority;

- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities

- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint;

- Ensuring that if there is an allegation made against the headteacher that meets the criteria for a referral to LADO then the Chair of Governors/Chair of the Management Committee/Proprietor will contact the LADO immediately (within 24 hours) – see KCSiE 2023 part 4;

- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns. These can be found within the Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO.);

- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority;

- Ensuring appropriate responses to children who have unexplainable and/or persistent absences from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.;

- Ensuring that appropriate filters and monitoring systems are in place to protect children online;

- Ensuring that children are taught about safeguarding online through teaching and learning opportunities;
- Ensuring that child-on-child abuse is included in child protection and safeguarding policy, sexting and the school's response is included and different gender issues that are prevalent in child-on-child abuse;
- Giving staff the opportunities to contribute and shape safeguarding arrangements and policy;
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required;
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training;
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

Looked After Children – the role of Designated Teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School Head to ensure that the progress of the child is supported
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the virtual head. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our academy we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Academy Register of Designated Persons

This Register is specific to each academy and will appear as a local supplement for each academy.

XXX Academy		
Role	**Name**	**Contact Details**
Designated Governor for Child Protection/ Safeguarding		
Snr Designated Safeguarding Lead		
Deputy Safeguarding Lead		
Additional Safeguarding Officers	**1.** **2.** **3.**	
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90 0115 977 4247 (consultation line)
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency only 999

- Establish clear protocols for working with local authorities, health services, and other relevant agencies.
- Include contact details and procedures for liaising with these partners

APPENDIX 2

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other.

Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education and who have unexplainable and/or persistent absences from education'
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

In September 2024, an updated list of early help indicators was provided which Aspire staff are aware of:

- A child who has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care

The four categories of child abuse are as follows**:**

      1. Physical Abuse

      2. Emotional Abuse

      3. Sexual Abuse, and

      4. Neglect

Nb The definition of abuse includes where children see, hear or experience its effects'

1. **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.

   Some of the possible indicators could include:

   May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

2. **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.

   Some of the possible indicators could include:

   May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

3. **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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

   Some of the possible indicators could include:

   May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports/ PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and/or inner thighs etc.

4. **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.

> **Some of the possible indicators could include:**
>
> May be recognised by: Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at academy; have low self- esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

Academy staff will be alert to the potential needs for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan EHAF)
- is a young carer
- is showing signs of being drawn into anti-social behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- has unexplainable and/or persistent absences from education
- is misusing drugs or alcohol themselves
- is at risk of modern-day slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- has an age-inappropriate understanding of sexualised behaviours
- is privately fostered

All academy staff have an awareness of safeguarding issues that can put children at risk of harm including issues which can manifest themselves via child-on-child abuse, which may include:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery; and
- initiation, hazing type violence and rituals

All our staff will always act in the 'best interest of the child' and report or refer concerns in accordance with our academy policies and procedures.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Contextualised safeguarding

Aspire academies recognise and address wider environmental factors that can impact student safety and know that safeguarding incidents and / or behaviours can be associated with factors outside of school and/or can occur between children outside of school. All our staff but particularly our Designated Safeguarding Leads (DSL's) will consider the context within which such incidents and or behaviours occur. We recognised this is known as 'contextual safeguarding' and will take into account by assessing whether wider environmental factors are present in a child's life that threaten their safety or welfare. In such cases we will work with safeguarding agencies and support the child and family as part of any referral process.

Academy staff communicate any concerns they have relating to 'contextual safeguarding' in the same way as any other relating to the safety or wellbeing of a child.

Each academy identifies their school specific contextual safeguarding concerns and will detail how they respond to these external risks such as gang involvement or exploitation. Staff are then trained on how to consider these factors in their safeguarding duties.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

When staff have concerns about a child they will need to decide what action to take.

A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said
- No promises will be made to the child, e.g. to keep secrets
- Staff will stay calm and be available to listen
- Staff will actively listen with the utmost care to what the child is saying
- Where questions are asked, this should be done without pressurising and only using open questions;
  - Leading questions should be avoided as much as possible
  - Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but subsequently note the main points carefully
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response
- The police would only therefore be contacted direct in an emergency

Staff <u>should never </u>attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC.

Aspire MAT Child Protection & Safeguarding Flow Chart
'What to do if you are worried a child is being abused, at risk of harm or neglect'

Actions where there are concerns about a child's welfare in and outside of school
- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, or sexual harassment
- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

Discuss concerns with the Senior Designated/Named Safeguarding Lead
- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed.

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)
If the child is at immediate risk dial 101 and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.
www.nottinghamshire.gov.uk/nscp

Out of hours Emergency Duty Team
5.00pm –8.30am
Tel: 0300 4564546

NSPCC Whistle blowing
Tel: 0800 028 0285

Police Tel:101

Unmet needs identified
Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies: Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/ voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921 Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047

APPENDIX 3

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Head Teacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

DfE guidance See also the NSCB guidance www.nottinghamshire.gov.uk/nscb

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious case reviews (SCR's) have highlighted that missed opportunities to record, understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children. (Working Together to Safeguard Children 2018 para 23).

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

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSIE 2023
- HM Working Together to Safeguard Children 2018 Para 23 to27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.
- Nottinghamshire Safeguarding Children Board (NSCB) Policy and Practice Guidance.
- Staff, governors and trustees use the DfE's data protection guidance for schools to assist with:
    - o Complying with data protection law
    - o Developing data policies and processes
    - o Knowing what staff and pupil data to keep
    - o Following good practices for preventing personal data breaches

APPENDIX 4

Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or academy be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body map below should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main academy file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Each academy maintains paper 'concern's files or 'child protection confidential' Files.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time.

On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file

The establishment of a 'CP, CiN or Confidential' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, CiN may be looked at differently to a child recently bereaved, parental health issues, etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and Designated Safeguarding Leads in school (named designated person).

A 'concern' or 'child protection confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care
- A number of minor concerns on the child's main academy file
- Any child open to social care

It is suggested that within a child's 'concern' or 'child protection confidential' file there is:

- A front sheet
- A chronology
- A record of concern in more detail and body map, where appropriate
- A record of concerns and issues shared by others

The academy will keep written records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the academy they should ensure their confidential/child protection file is transferred to the new academy or college as soon as possible (this should be within five days). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. It would good practice, wherever possible, for the file to be hand-delivered to the receiving designated safeguarding lead with a discussion taking place. There should be a smooth and safe transition for the child

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern. *NB There are templates attached as guidance which include a file front sheet, chronology, record of concern and a body map.*

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file. Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in line with the NCC Pathway to Provision Version 9.1 document.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the academy in the early identification of any concerns which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People

As an academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE, SRE programme and though IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide
- Childnet have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting

- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- There is information on the ChildLine website for young people about sexting: Childline information for young people

- The Safer Internet Centre has produced resources called 'Childnet So you got naked online which helps young people to handle incidents of sexting.

- The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

APPENDIX 5

Information/front sheet

Name:		DOB:	Class/Form:		Ethnicity:	
Home Address:			Telephone: e mail:			
Status of file and dates:						
OPEN						
CLOSED						
TRANSFER						

Any other child protection records held in academy relating to this child/child closely connected to him/her? YES/NO   WHO?

Members of household

Name	Age/DOB	Relationship to child	Home work	Contact No

Significant Others (relatives, carers, friends, child minders, etc.)

Name	Relationship to child	Address	Tel No

Other Agency Involvement

Name of officer/person	Role and Agency	Status of Child i.e. EHAF/CPP/LAC/CiN	Tel No	Date

APPENDIX 6

Chronology   CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		**Form:**
Date	**Information/Details of concerns or contact**	**Print Name and Signature**

APPENDIX 7

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	**Date and Time (of writing):**	

Name:

………………………………………………………..

………………………………………………………

Print   **Signature**

Job Title:

Note the reason(s) for recording the incident.

Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?

Professional opinion where relevant (how and why might this have happened)

Note actions, including names of anyone to whom your information was passed.

Any other relevant information (distinguish between fact and opinion).

Check to make sure your report is clear to someone else reading it.

Please give this form to your Snr Designated Safeguarding Lead

Part 2 (for use by the Snr Designated Safeguarding Lead (DSL)

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation and advice given).		
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc.) with reasons. **Note time, date, names, who information shared with and when etc.**		
Parent's informed Y/N **and reasons.**		
Outcome **Record names of individuals/agencies who have given information regarding outcome of any referral (if made).**		
Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?		
Should a concern/ confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

APPENDIX 8

Logging concerns/information shared by others external to the academy

(Pass to the Designated Safeguarding Lead)

Pupil's Name:	**Date of Birth:** **FORM:**
Date and Time of Incident:	**Date and Time of receipt of information:** **Via letter / telephone etc.?**
Recipient (and role) of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received:	
Actions/Recommendations for the academy:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by the Designated Safeguarding Lead	
Name:	
Date and time:	

APPENDIX 9

Body Map Guidance for Academies

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or academy be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.
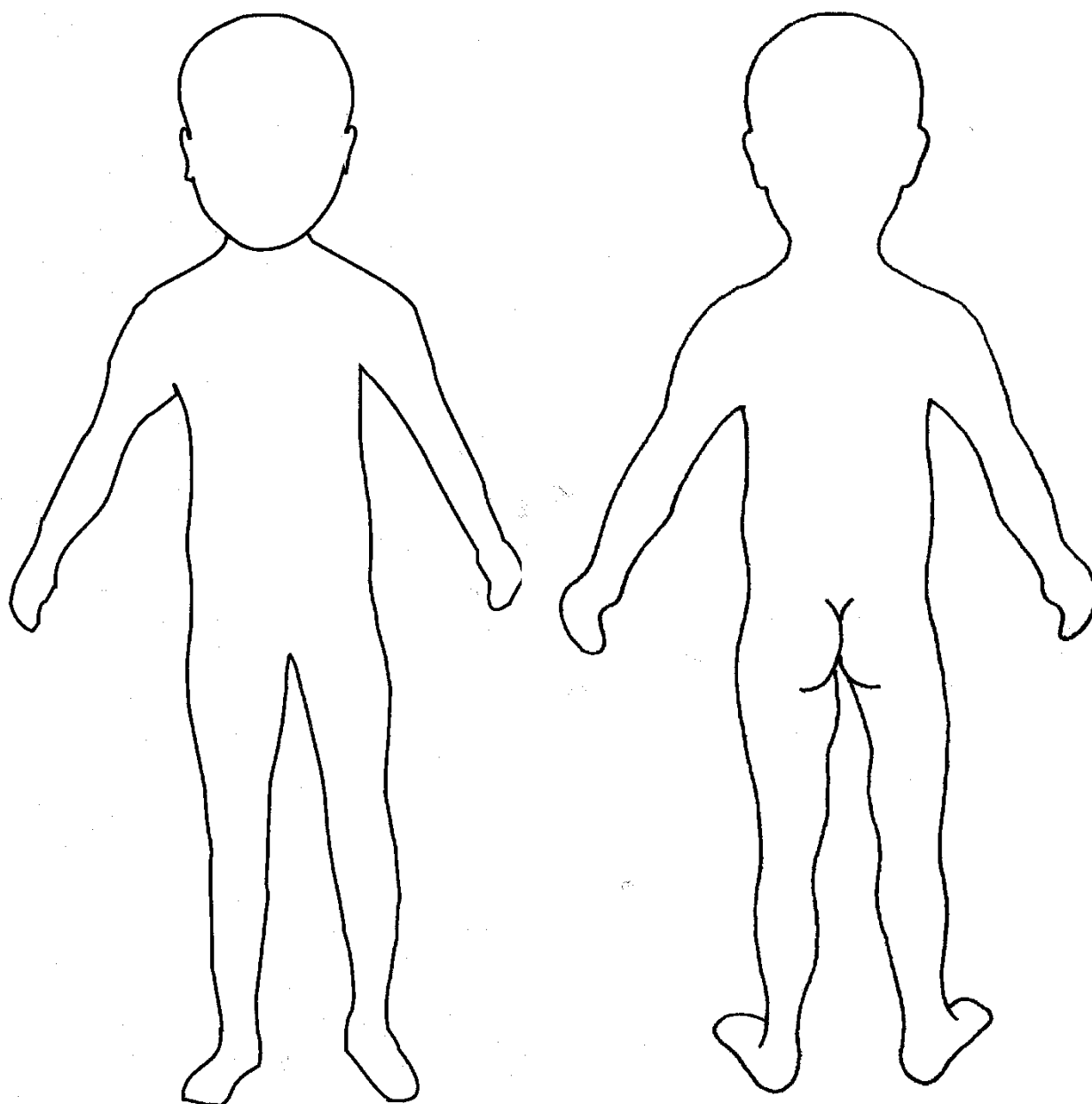
BODYMAP

(This must be completed at time of observation)

Names for Child: .... Date of Birth: ....

Name of Worker: .... Agency: ....

Date and time of observation: ....

Name of Child: _____   Date of observation: _____
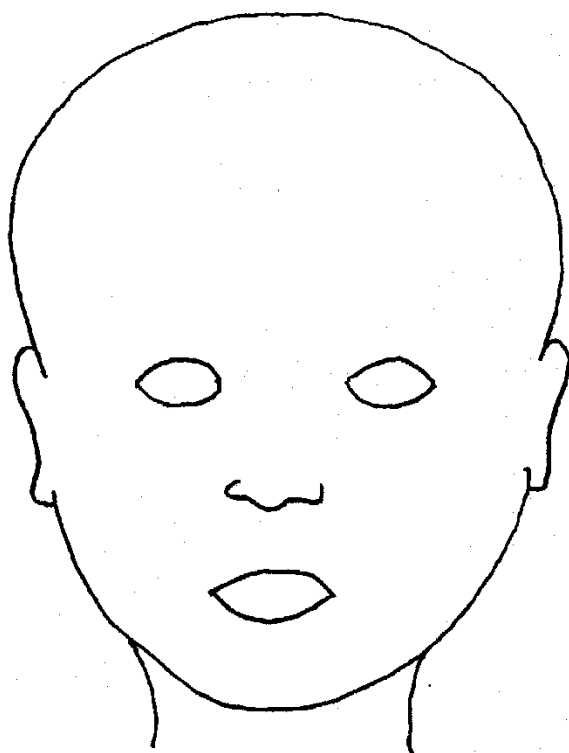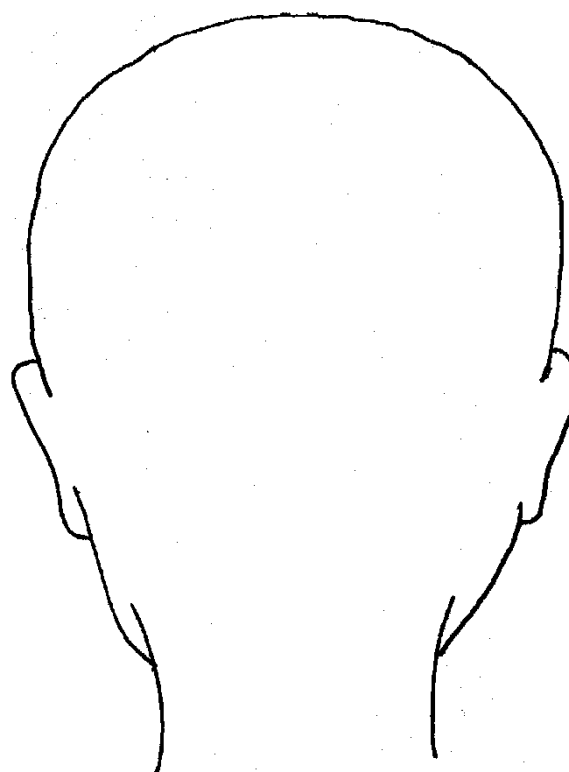
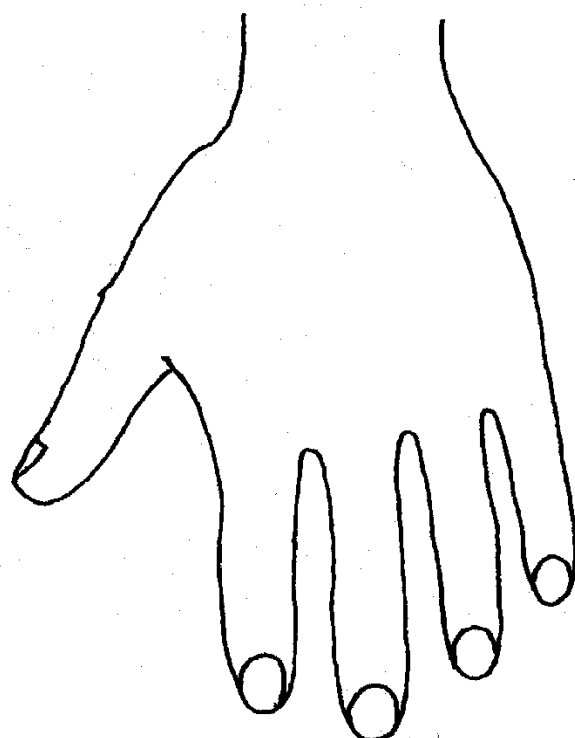**FRONT**   **BACK**
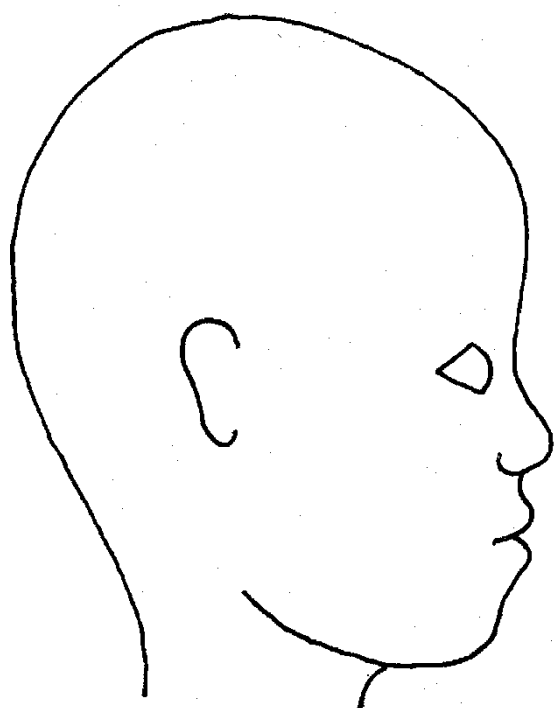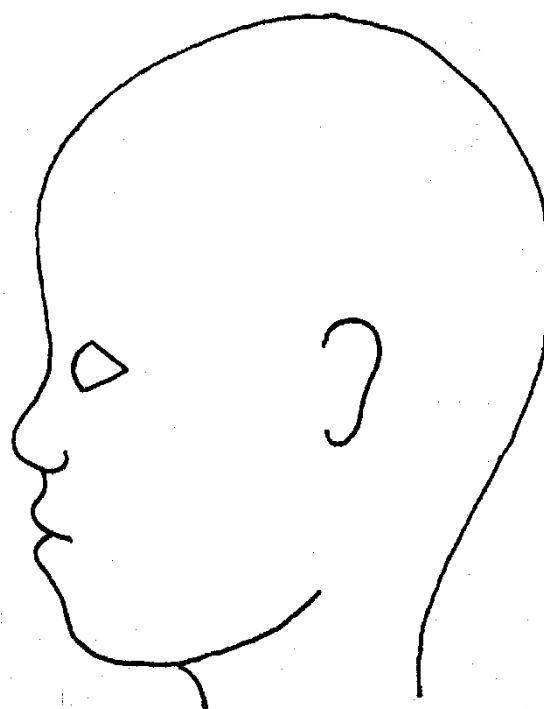
RIGHT   **LEFT**
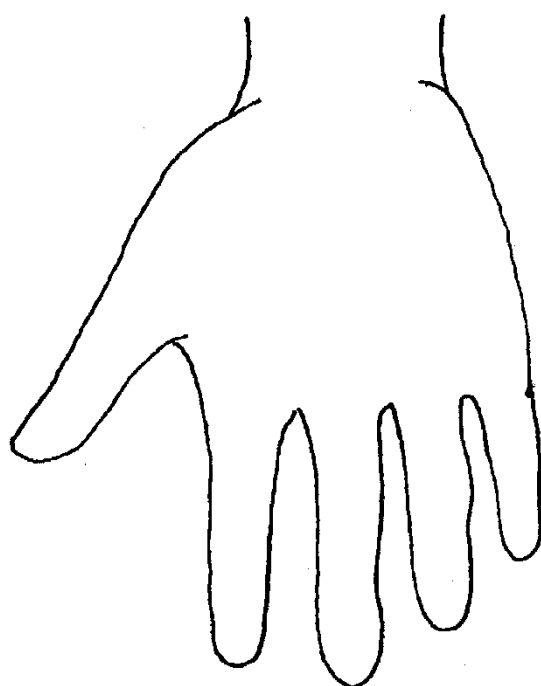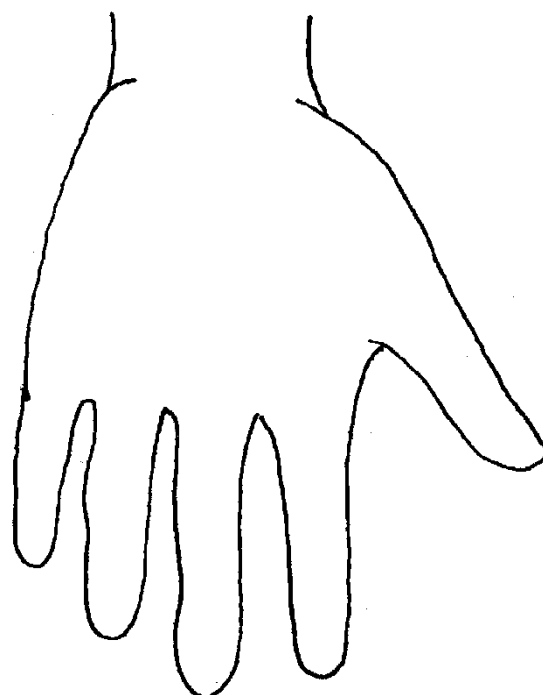
Name of Child: Date of observation:
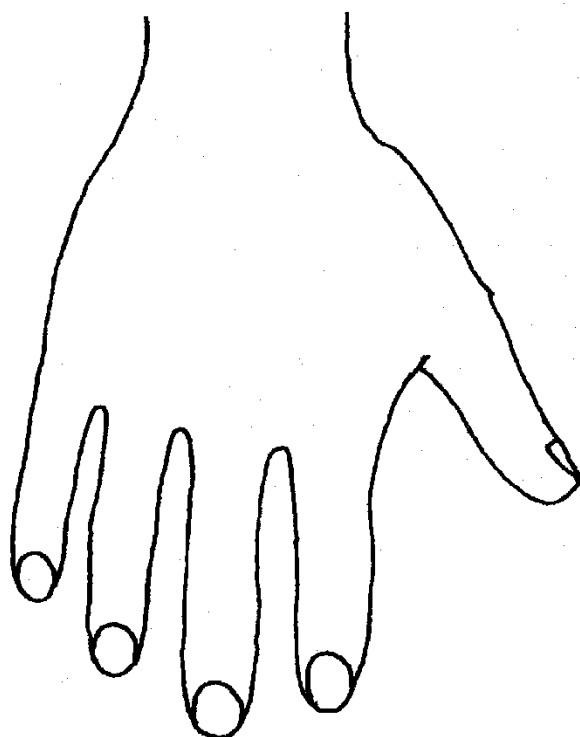
R   **L**

BACK

R   **L**

PALM

Name of Child: Date of observation:
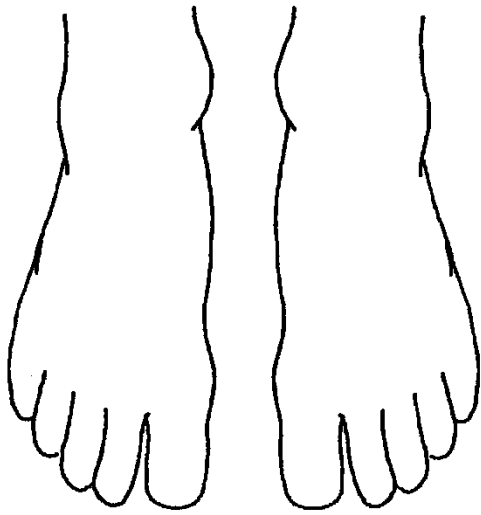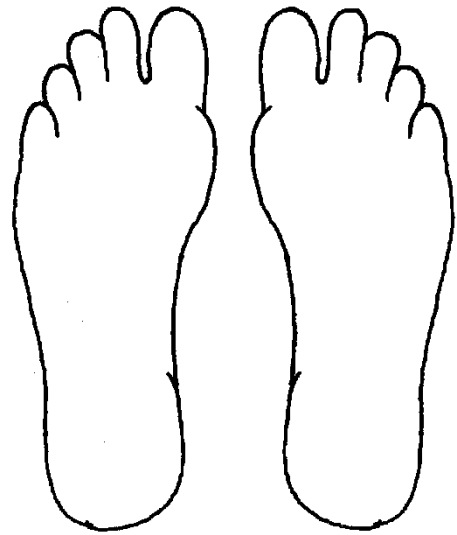
R   TOP   L   R   BOTTOM   L

R   L

INNER

R   L

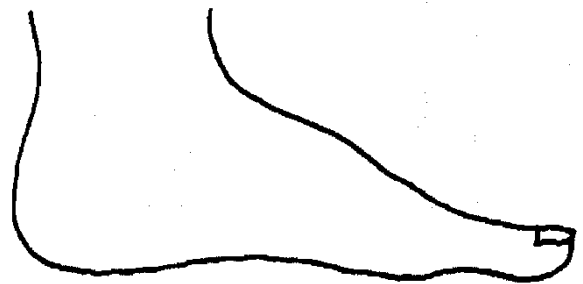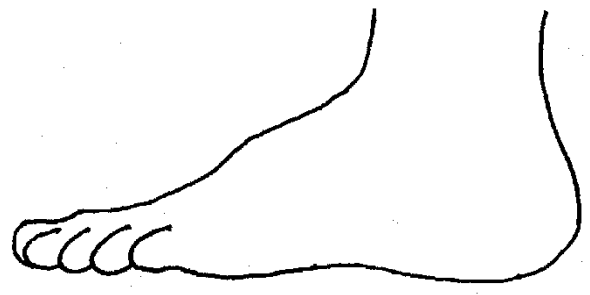**OUTER**

Printed   Name   and   Date:
Signature of worker:

                                                      Time:

Role of Worker

APPENDIX 10

Child-on-child Abuse

Aspire MAT recognises that children are vulnerable to and capable of abusing their peers.

We recognise that child-on-child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation (Appendix 11)
- Sexting or youth produced digital imagery (Appendix 12)
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to child-on-child abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells is us girls are more frequently identified as being abused by their peers and girls are more likely to experience unwanted sexual touching in school.

Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LGBTQ young people. We recognise that both boys and girls experience child-on-child abuse but they do so in gendered ways.

Note of Clarification

We acknowledge that there is potential overlap between this policy and our Behaviour Policy when addressing abusive behaviour between children; for example, whilst KCSiE includes 'kicking' as potentially child-on-child abuse, we would not refer a child who had kicked another child in the playground to MASH under our child protection procedures. The incident would be dealt with in accordance with our Behaviour Policy. When dealing with incidents between pupils – either between pupils in their school or between one of their pupils and a 'peer' from elsewhere – headteachers in their role as DSLs will seek advice from MASH if they believe any action may need to be taken in accordance with this policy. In accordance with KCSiE 2023 part 5, all allegations of child-on-child sexual abuse will be referred to MASH.

Our child-on-child abuse policy is available from the MAT or individual academy website and/or the academy office.

APPENDIX 11

Child Sexual Exploitation (CSE) Policy

Aspire MAT adheres to the NSCB procedure in relation to child sexual exploitation. This is our policy to summarise our position.

We recognise that child sexual exploitation is a high profile issue both nationally and locally.

New Please Note: In February 2017, the DfE revised the definition of CSE:

Child sexual exploitation 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

- In exchange for something the victim needs or wants, and/or
- For financial advantage or increased status of the perpetrator or facilitator. 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

Aspire MAT recognises that the child sexual exploitation can cause a great deal of harm to a child, including physically, emotionally, educationally and socially. Where it exists it can also cause harm to communities including our academies.

Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen through various social media and this can still cause significant harm. It can happen though inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing or have unexplainable and/or persistent absences from education, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited.

We recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people.   We commit to working with our inter-agency partners to safeguard and protect children.

Much of this work will be through our programmes of personal, social and health education (PSHE) or through our Sex and Relationship Education (SRE) work.

 An important part of educating our children is focussing on what is a healthy relationship and issues of consent. This will also target potential abusers at an early age with the intention of helping to shape their attitudes to others.

We want to have a culture where the welfare of children is actively promoted and staff and pupils are vigilant. As part of this children will feel listened to and safe.

Further information is available from the Department for Education:

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

APPENDIX 12

Youth Produced Sexual Imagery (Sexting)

Introduction

Aspire MAT recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Academies and Colleges guidance 2016. The full guidance is located at UKCCIS 2016 Guidance. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and academies should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the academy's policy and procedure in responding to incidents.

This policy forms part of our MAT and academies' safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The Aspire MAT and its academies recognise that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The Aspire MAT academies are therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The academies in the Aspire MAT may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate academy staff will be held to:
  - Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
  - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 25 of UKCCIS Sexting in Academys Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- **Children under 13 years are involved**
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then academies in the Aspire MAT will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head Teacher and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the academy to manage the incident directly.

In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considering when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?

- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Further guidance on this complex issue is now available. KCSiE references the guidance document 'Sharing Nudes and Semi-nudes' produced by the UK Council for Internet Safety [UKCIS]

Professional judgement should always be applied.

The images should not generally be viewed by staff unless there is a clear reason for doing so and the decision recorded, reporting of the content is usually sufficient.

- We will NOT copy, print or share the image as this is illegal
- If viewing is done, it will be with another member of safeguarding staff or senior leadership

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.

Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police

CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Educating Young People

We need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole academy approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

This issue will be taught as part of a wider PSHE programme and though IT curriculum work to underpin a specific message such as 'sexting'.

The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships, including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. A young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx

- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk , or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide
- Children have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting
- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images   Childline Zipit Ap
- There is information on the ChildLine website for young people about sexting: Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk   ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH):
http://www.saferinternet.org.uk/about/helpline   Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Academys Guidance 2016

APPENDIX 13

Online Safety

Please Note: further Guidance is available on the TETC section of the Academy Portal

- **What to do**: Enhance the focus on online safety, including the risks associated with online activity.
- **How to do it**: Update your policy to include guidelines on monitoring online activity, educating students on safe internet use, and procedures for reporting online abuse. Regularly review and update online safety measures

Aspire is committed to ensuring the safety of students in the digital world. Our academies have implemented comprehensive online safety measures and educate students about the potential risks of online activity.

The Aspire MAT ensures that children are able to use the internet and related communications technologies appropriately and safely and this is part of our wider duty of care. We recognise that the use of technology can be a significant component of many safeguarding issues including child sexual exploitation; radicalisation and sexual predation.

Online safety now covers the safety issues associated with all information systems and electronic communications as a whole. This encompasses not only the internet but all wireless electronic communications including mobile phones, games consoles, cameras and webcams. It also needs to take into account the increasing mobility of access to digital technology through the range of mobile devices.

Technology often provides a platform to facilitate harm. However, it important to remember that the issue at hand is not the technology but the behaviour around how it is used; the use of new technologies in education brings more benefits than risks, as such, we monitor student internet use and restrict access to harmful content.

Aspire has a clear reporting procedure for any online safety concerns. Any online safety concerns should be reported to the DSL who will investigate the concern and take appropriate action, including contacting parents and local authorities if necessary.

Through our Online Safety Policy (E-Safety), our academies will ensure that we meet our statutory obligations to ensure that children and young people are safe and are protected from potential harm, both within and outside our academies. The policy also forms part of our academies' protection from legal challenge, relating to the use of digital technologies.

There are additional duties under the Counter Terrorism and Securities Act 2015 which requires our academies to ensure that children are safe from terrorist and extremist material on the internet.

Our academies have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors.

Provide regular workshops on online safety, covering topics such as cyberbullying, online predators, and data privacy.

Our academies will ensure that there are filters and monitoring systems in place to limit exposure to risks when children are using the academies' IT systems and technology that can be used online.

Our academies recognise that whilst we have appropriate filters and monitoring systems in place, we also do not "over block" so that we do not restrict this teaching opportunity to teach children about keeping safe online.

Our academies protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').

We set clear guidelines for the use of mobile phones for the whole school community and we establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

We provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.

We review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

We educate pupils about online safety as part of our curriculum.

APPENDIX 14

Prevent Duty and Radicalisation

There are now duties imposed on academies and other agencies in relation to The Prevent Duty which came into force on 1 July 2015. The Prevent Duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSiE and also the DfE non-statutory guidance for academies and early years' providers in relation to:

- Risk assessment (page 5).
- Working in partnership (page 7).
- Staff training (page 7).
- ICT policies (page 8).
- Building children's resilience to radicalisation (page 8).

We are proactive in our approach and have ensured the DSL has accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we create a culture where pupils can speak out or share their experiences and any concerns with staff. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to prevent people from becoming terrorists or supporting terrorism, protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

 The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems.

Academies are clear that they have a duty to safeguard young people from such dangers and will actively promote resilience to such risks through RE curriculum, SEND policy, assembly policy, our SMSC and anti-bullying work, and in policies for use of the academy premises by external agencies, visitors, premises' hire and online safety and ICT policies.

APPENDIX 15

Female Genital Mutilation

Additional guidance is available on the TETC academies' portal and includes information for Honour Based Violence and Forced Marriage.

Guidance Notes for Staff/Governors

Female Genital Mutilation (FGM) is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for academies is contained within Guidelines for all agencies including academies within the Nottinghamshire Safeguarding Children Board procedures NSCB Procedures FGM which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences.

Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where academies suspect a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities.

The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

Academy staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'.
- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.

- A girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing
- Spending longer in the bathroom
- Urinary or menstrual problems
- Prolonged absence and then noticeable behaviour changes
- Reluctance to undergo normal medical examinations
- May confide in a professional but may not be explicit or may be embarrassed

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly
- You have a duty to protect, safeguard and share information
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent)
- There will be potential enquiries under Section 47
- Potential police enquiries
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

If you are a teacher, you must report this direct to the police in accordance with the mandatory duty. If you are any other member of staff, you must report this to your DSL.

APPENDIX 16

Children who are absent from Education

Following government consultation on plans to amend CME regulations, changes were made to improve information sharing between academies and LA's to help identify children who are absent education and help protect to children from potential harm.

https://www.gov.uk/government/uploads/system/uploads/attachment data/file/55-416/Children Missing Education - statutory guidamce.pdf

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory academy age who have unexplainable and/or persistent absences from education' education in their area.

We recognise that a child who is absent from education is a potential indicator of abuse or neglect.

When a child is absent from academy without authority we will follow our procedures for unauthorised absence and for dealing with children that are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports academies in safeguarding children who may be at risk of being absent from education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of academy by their parents and the academy has received written notification from the parent they are being educated outside the academy system e.g. home education – this will be communicated with the home elective team;
- does not arrive at the academy as part of an admission process and we are not aware of their whereabouts;
- has ceased to attend academy and no longer lives within reasonable distance of the academy at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new academy;
- has been certified by the academy medical officer as unlikely to be in a fit state of health to attend academy before ceasing to be of compulsory academy age, and
    - o neither he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory academy age;
    - o are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the academy at the end of that period; or have been permanently excluded.

The actions that will be taken by academies are in the Academy Attendance flowchart.

The flow chart summarises that every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service. We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our academies regularly, or has been absent without the academy's permission for a **continuous** period of 10 academy days or more we will follow Nottinghamshire County Council's CME flowchart.

Absence

Each academy has an attendance policy which outlines procedures for checking the attendance and whereabouts of any children who are absent from academy. Please refer to the Attendance Policy.

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the academy. Academies will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc.

Academy staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within academy, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

When a decision has been made to contact the police, the police will require information from the academy to assist in locating the child and returning them to a safe environment.

If a child has a social worker or case manager (e.g. early help) then they should also be informed.

Where a child is known to regularly go missing from academy, a risk assessment for the child will be undertaken.

For further guidance please see the missing protocol or speak to Nottinghamshire County Council's Glen Scruby, Children's Missing Officer. glen.scruby@nottscc.gov.uk / 0115 8041045

APPENDIX 17

Photographing and Videoing of Children in Academy

All academies within the MAT have taken a sensible and balanced approach to photographing and videoing children at academy sites. We have a formal policy around the 'Taking and using images of children (Photography and Video) policy'. A copy of the document is available from the MAT or individual academy website and/or the academy office.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the academy's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

Further guidance is provided by the Information Commissioners Office on taking photographs in Academies and the Data Protection Act 1998 **ICO: taking photographs in academys**

APPENDIX 18

Private Fostering Guidance for Academies

Academies play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are can be safeguarding issues and children and young people often find it difficult to know who to talk to about their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

> **A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.**
>
> **A private fostering arrangement is <u>not</u> when a child is Looked After by the Local Authority or placed in any residential home, hospital or academy.**

What is a private fostering arrangement?

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend's family because they don't get on with their own family;
- Children living with a friend's family because of their parents' study or work;
- Children staying with another family because their parents have separated or divorced;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language academy or mainstream academy in the county and are staying with host families;
- Children at boarding academies who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians';
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Nottinghamshire MASH.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Social Care if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from academy on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What academies can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Lead for safeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. Academy staff should actively encourage the parents and/or carer to notify Children's Social Care of the arrangement.

> **If you believe that a private fostering arrangement has not been reported to Nottingham Social Care you should contact them directly:**
>
> **Nottinghamshire Multi Agency Safeguarding Hub   0300 500 80 90**
>
> **[Mon-Thurs: 08.30am -5pm, Fri: 08.30-14]**
>
> **Emergency Duty out of hours Team 0300 456 4546**
>
> **If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this Child Protection Policy.**

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, the Nottinghamshire MASH Team will arrange for an officer to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person.

This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required.

Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

http://privatefostering.org.uk/

'Child Trafficking and Private Fostering', ECPAT UK

Appendix 19

Honour Based Abuse and Forced Marriage

So called "honour based abuse" (HBA) encompasses incidents or crimes which have been committed to protect the "honour" of the family or community and can include forced marriage, breast ironing and female genital mutilation.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

There is now a specific reference in KCSiE, Part One, para 19. The preservation of "honour" often involves a wide network of family and community members and can involve multiple perpetrators. For this reason, particular care needs to be taken when becoming raising concerns about HBA and staff MUST speak to the DSL who in turn should liaise with social care and where appropriate the police, in line with national and local multi-agency procedures.

The additional risk factors associated with HBA may put potential victims in significant and immediate danger. It is therefore to maintain the strictest confidentiality and work closely with statutory partners where there are any concerns that someone may be at risk of or already a victim of HBA.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. When staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

› Speak to the pupil about the concerns in a secure and private place

› Activate the local safeguarding procedures and refer the case to the local authority's designated officer

› Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

› Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Appendix 20

Concerns and Allegations of abuse against staff and other adults

Our policy regarding allegations against staff (including low-level concerns) can be found within our Disciplinary Procedure (including Allegations Against Staff and Staff Code of Conduct). A copy of the document is available from the MAT or individual academy website and/or the academy office.

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, we follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation.

Appendix 21

KCSIE 2024 Key Changes

'Keeping Children Safe in Education' is a key document, with which all governors, staff and volunteers should be familiar with. It is updated every year and all staff must read at least Part 1 of the updated document.

Aspire MAT provides annual safeguarding training for all its academies and this provides the opportunity to ensure that all staff are made aware of any significant changes in KCSIE from year to year. The necessity of ongoing safeguarding training for all staff is a priority for our staff. DSLs and Headteachers schedule regular training sessions, including updates on the latest safeguarding practices, including ensuring that all staff are aware of the latest KCSiE guidelines.

Changes in the 2024 document are set out below and will be shared with all staff:

Substantive Changes from KSCIE September 2023 and 2024 KCSIE updates:

Area	Key Changes
Part 1: safeguarding information for all staff	Emphasis on filtering and monitoring: As part of their safeguarding and online safety training, staff need to understand their expectations, roles and responsibilities around filtering and monitoring systems (paragraph 14).
Part 2: the management of safeguarding	This sets out the responsibility of governing bodies, proprietors and management committees.
	Around filtering and monitoring:
	Your governing board should make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (paragraph 103)
	Your board should also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training (paragraph 124)
	Your child protection policy should include how your school approaches filtering and monitoring on school devices and school networks (paragraph 138)
	Governing boards should review the DfE's filtering and monitoring standards. Your board should discuss with your IT staff and service provider what needs to be done to support your school in meeting the standards (paragraph 142)
	New wording added for clarification:
	That some children are at greater risk of harm than others, both online and offline (previously, it didn't make reference to online) (paragraph 170)
	Around how the term 'children missing education' is different from 'children absent from education'. From September 2024, this is referred to as an unexplainable and/or persistent absences from education'

	Children being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues. The guidance specifies it's important that your school's response to persistently absent pupils and children missing education supports identifying any abuse, and in the case of absent pupils, helps prevent the risks of them becoming a child missing education in future (paragraph 175)

A new line has been added into the section on elective home education (EHE):

If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers (paragraph 178)

It's been updated with links to extra guidance and information for schools to use:

When thinking about information security and access management, your school should consider meeting the cyber security standards for schools and colleges (paragraph 144)

When out-of-school-setting providers use your school premises for non-school activities, guidance on keeping children safe in out-of-school settings lists the safeguarding arrangements you should expect these providers to have in place (paragraph 167)

For further support on children with special educational needs, schools can use the Special Educational Needs and Disabilities Information and Support Services (SENDIASS) (paragraph 202)

Contextual Safeguarding: Recognise and address wider environmental factors that can impact student safety.

How to do it: Added a section on contextual safeguarding, detailing how to identify and respond to external risks such as gang involvement or exploitation. Train staff on how to consider these factors in their safeguarding duties

Strengthen collaboration with local safeguarding partners by establishing clear protocols for working with local authorities, health services, and other relevant agencies. Include contact details and procedures for liaising with these partners in your policy |
| **Part 3: more details on safer recruitment measures** | You should:

Inform shortlisted candidates that you might conduct an online search as part of due diligence checks in the recruitment process (paragraph 221). Schools were prompted to consider doing these checks in KCSIE 2022, and now KCSIE 2023 adds that it's good practice to let shortlisted candidates know about these checks

As part of ongoing vigilance, create the right culture so staff feel comfortable discussing safeguarding matters in and outside of work – the guidance has added that this includes online (paragraph 343) |
| **Part 4: handling allegations against staff** | If your school receives an allegation relating to an incident where an individual or organisation was using your school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer |

	(LADO), as you would with any safeguarding allegation (paragraph 377).
Part 5: child-on-child sexual violence and sexual harassment	The word 'sanction' has replaced the word 'discipline' to reflect the most recent behaviour guidance: Paragraphs 542 and 544 now say that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them The heading above paragraph 544 has been tweaked to 'sanctions and the alleged perpetrator(s)' Early help is now defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'
Annex A: safeguarding information for school and college staff	The changes here reflect the changes in section 1 of the guidance: all staff should receive appropriate safeguarding training that includes understanding their expectations, roles and responsibilities around filtering and monitoring as part of online safety (page 136).
Annex B: further information	**Children who are absent from education** This section has been updated to reflect the difference between children absent from education and children missing education. It says that children being absent from school repeatedly and/or for prolonged periods, as well as children with unexplainable and/or persistent absences from education', can act as a warning sign of potential safeguarding issues.(2024) Early intervention is essential to help prevent the risks of a child going missing in future. **Mental Health** Attendance has been added to the list of things which can be impacted by mental health (page 148) • 2024 Ensure staff are aware of the impact of mental health on safeguarding and the importance of early intervention. • **How to do it**: Include a section on mental health, outlining the signs to look for and the steps to take if concerns arise. Provide mental health training for staff **Radicalisation, the Prevent duty and Channel** 2024 update: The section on preventing radicalisation says children may be 'susceptible' to 'susceptible to radicalisation into terrorism The section on Channel has also removed the term 'vulnerable', and now refers to people as 'susceptible' and 'at risk' of being drawn into terrorism (page 151) There's more clarity around the fact that someone referred to Channel will be required to provide their consent before any support through the programme is provided (page 151) **Forced marriage**

	Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages (pages 155 and 156)
Annex C: role of the designated safeguarding lead (DSL)	The DSL's responsibilities have been updated to include their role in taking the lead on understanding the filtering and monitoring systems and processes in place in school (page 164). • **2024 What to do**: Enhance the focus on online safety, including the risks associated with online activity. • **How to do it**: Update your policy to include guidelines on monitoring online activity, educating students on safe internet use, and procedures for reporting online abuse. Regularly review and update online safety measures