Safeguarding & Child Protection Policy

Approved by the Board and authorised for use 1ˢᵗ September 2022.

Part of the Priory Learning Trust, a charitable company limited by guarantee registered in England & Wales with company number 07698707.
Registered office address: Priory Community School, Queensway, Weston-super-Mare, North Somerset, BS22 6BP

History of Policy Changes

Version	Author/Owner	Drafted	Origin of Change / Comments	Changed by
1	Lisa Smith	June 2017	Creation of policy.	Adam Griffin
2	Kath Powell		Reviewed annual cycle	Kath Powell
3	Kath Powell	October 2018	Updated in line with updated guidance and feedback from safeguarding leads.	Kath Powell
4	Kath Powell	May 2022	Updated in collaboration from all DSLs in MAT Addition of Pawlet school, and additional guidance on restraint and peer on peer abuse	Kath Powell
5	Lisa Smith	May 2022	Addition of Huntspill School This policy will need to be updated in line with an changes made to Keeping Children in Education.	Lisa Smith
6	Lisa Smith	April 2022	On page 16, the addition of new section (4.7 - procedures for when there are allegations of abuse made by	Lisa Smith

			other students). Information was moved from 4.4 and procedures have been clarified	
7	Lisa Smith	July 2021	Various additions throughout in line with Keeping Children Safe in Education 2021	Lisa Smith
8	Lisa Smith	July 2022	Reference to child on child abuse. Addition of new part 5 outlining specific responsibilities	Lisa Smith

This policy applies The Priory Learning Trust and all its academies.

Date policy adopted	September 2022
Review cycle	Annual
Review date	July 2023

Contents

1. Introduction

The Priory Learning Trust (TPLT) is clear about the responsibilities that its academies have in relation to safeguarding and promoting the welfare of children/students.

This policy has been prepared to meet the Academy's responsibilities under:

- Education (Independent School Standards) Regulations 2014;

- Education and Skills Act 2008;

- Children Act 1989;

- Equality Act 2010.

Please see Part 5 (below) for details of the guidance and advice that the Safeguarding policy has regard to.

*Safeguarding and promoting the welfare of children is **everyone's** responsibly. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

*No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.*

Safeguarding and promoting the welfare of children/students is defined in accordance to KCSIE 2022

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Pg. 6 Keeping Children Safe in Education 2022

At TPLT we believe that;

children and young people should never experience abuse of any kind and all members of the trust, regardless of their role, have a responsibility to promote the welfare of all children and young people and to keep them safe.

We recognise that:
- the welfare of the children/students is paramount
- all children/students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse
- some children/students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other relevant agencies is essential in promoting young people's welfare.

2. Policy

This applies to **ALL** staff, Trustees, Academy Councils, volunteers, visitors, consultants and contract staff working in all TPLT academies. There are six main elements to our policy:

- Establishing a safe environment in which children/students can learn and develop.
- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children/students and create a culture of vigilance.
- Raising awareness of and responding appropriately to safeguarding and child protection issues (which includes annual staff training and regular updates).
- Equipping children/students with the skills needed to keep them and others around them safe.
- Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff.
- Supporting students who have been abused in accordance with a Child Protection Plan.

3. Procedures

TPLT's procedures for safeguarding children/students will be in line with North Somerset Safeguarding Children's Board (NSSCB), Somerset Safeguarding Children's Board and the South West Child Protection Procedures which have been adopted by both North Somerset and Somerset Local Authority.
For all schools link to SW: http://www.proceduresonline.com/swcpp/
For North Somerset Schools link to:
http://www.northsomersetsafeguarding.co.uk/
For Somerset Schools link to:
http://www.proceduresonline.com/swcpp/somerset/index.html

We take account of statutory guidance on inter-agency working to safeguard and promote the welfare of children including "Working Together to Safeguard Children" September 2018:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

We will adopt "Keeping Children Safe in Education (2022)" as stated by the NSSCB. We will ensure that all individuals we engage to work within our academies are made fully aware of this guidance, including any relevant updates or guidance.

TPLT academies will work closely with other agencies and will share information as appropriate. Each academy will follow the procedures of assessment and action as outlined by their local safeguarding board. This will include close working with social care, the police, health services and other services as and when is necessary.

In line with the above guidance and this policy each academy has their own specific in school procedures as outlined in their safeguarding training. Any concerns raised about any safeguarding issues can be raised through each academy's safeguarding team, the safeguarding trustee for TPLT and the Whistleblowing Policy. Their contact details are as follows:

The Priory Learning Trust

[Name and position]	[Contact details]
Rod Sibley	Rod.sibley@theplt.org.uk

Priory Community School Academy

[Name and position]	[Contact details]
Lisa Smith, Assistant Principal and DSL	Lisa.smith@pcsa.org.uk

Worle Community School Academy

[Name and position]	[Contact details]
Adam Griffin Vice Principal and DSL	Agriffin@worle-school.org.uk

The King Alfred School Academy

[Name and position]	[Contact details]
Dan Milford Vice Principal and DSL	dmilford@tkasa.org.uk

St Anne's Church Academy

[Name and position]	[Contact details]
Emma Hardy-Smith Principal and DSL	Emma.hardysmith@saca.theplt.org.uk

Pawlett Primary Academy

[Name and position]	[Contact details]
Emma Barker, Principal and DSL	Emma.barker@ppsa.theplt.org.uk

Castlebatch Primary Academy

[Name and position]	[Contact details]
Sally Taylor, Principal and DSL	Sally.taylor@cbosa.theplt.org.uk

The Huntspills Primary School Academy

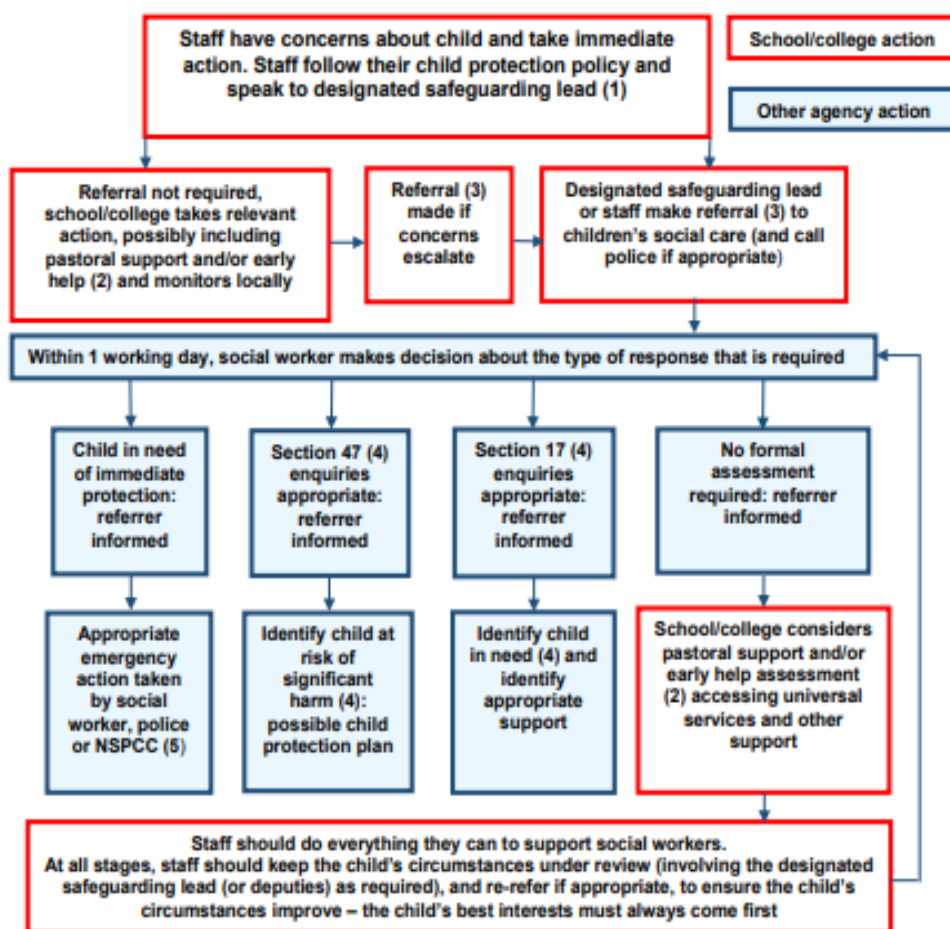| [Name and position]	[Contact details]
Emma Barker, Principal and DSL	Emma.barker@thpsa.theplt.org.uk

General guidance on whistleblowing can be found at: NSPCC whistleblowing helpline or reference to the TPLT whistle blowing policy

4. Procedures in practice
At all TPLT academies we seek to keep children/students safe by;

- developing child protection and safeguarding policies and procedures which reflect best practice

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated safeguarding lead or staff make referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed	Section 47 (4) enquiries appropriate: referrer informed	Section 17 (4) enquiries appropriate: referrer informed	No formal assessment required: referrer informed
Appropriate emergency action taken by social worker, police or NSPCC (5)	Identify child at risk of significant harm (4): possible child protection plan	Identify child in need (4) and identify appropriate support	School/college considers pastoral support and/or early help assessment (2) accessing universal services and other support

Staff should do everything they can to support social workers. At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

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(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

(Taken from Page 22 of KCSIE September 2022)

This statement and above flow chart should be read in line with each individual academy procedures

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4.1 Safer Recruitment

We will follow relevant guidance in "Keeping Children Safe in Education" September 2022 (Part 3 Safer Recruitment) and from the Disclosure and Barring Service (DBS):
http://www.northsomersetlscb.org.uk/safer-recruitment.htm
https://www.gov.uk/government/organisations/disclosure-and-barring-service

- We will ensure at least one member of staff on each recruitment panel undertakes all appropriate safer recruitment training as outlined in "Keeping Children Safe in Education" September 2022 and The School Staffing (England) regulations 2009

- Our selection and recruitment policy will include all appropriate checks on staff and suitability for working with children including DBS checks. With regard to the recruitment of volunteers, our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity. Included on the panel will be a person who has completed Safer Recruitment Training.

- Ensure that **all** adults within TPLT academies, who have access to children/students, have been checked as to their suitability as outlined in "Keeping Children Safe in Education" September 2022.

- Ensure that all staff, Academy Council, trustees, and volunteers have read, understood and signed to follow direction outlined in "Keeping Children Safe in Education" September 2022.

- Ensure that all staff, Academy Council, trustees, and volunteers have read the staff behaviour policy (Code of Conduct) and understand that their behaviour and practice needs to be in line with it these policies.

4.2 Allegations

Any allegations against staff (other than the Executive Principal and the school Principals/Head Teachers), volunteers, Academy Council, contractors and visitors, may indicate that they may have:

- behaved in a way that has harmed a child/student, or may have harmed a child/student,

- possibly committed a criminal offence against or related to a child/student or behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children/students,

- If this is substantiated, it will be reported immediately to the Designated Safeguarding Lead (DSL). If the DSL is not present staff will report it to the Deputy. The DSL will

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inform the Local Authority Designated Officer (LADO) following the guidance in "Keeping Children Safe in Education" September 2022 part 4 and TPLT's Staff Discipline, Conduct and Grievance Policy. This is in accordance with a discussion with the Principal. If the allegation made to a member of staff concerns the Chief Executive Officer or school Principal, the person receiving the allegation will immediately inform the chair of the school's Academy Council or the Chair of the Trust Board who will consult as above, without notifying the Chief Executive Officer or Principal first.

The name of any member of staff considered not suitable to work with children/students will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

4.3 Raising Awareness and Equipping Children with Skills Needed

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse and that all staff, the Academy Council and Trustees have a full and active part to play in protecting our students from harm. Each academy within TPLT will therefore:

- Ensure children/students know that there are adults in their academy whom they can approach if they are worried.

- Embed opportunities in the curriculum and school life for children/students to develop the skills, knowledge and understanding they need to recognise and stay safe from:
    - any form of abuse including child on child abuse
    - any potential online threats and dangers on mobile technology
    - radicalisation (Prevent).

- Raise the awareness of all staff members of the need to safeguard and promote the welfare of children/students, and of their responsibilities in identifying and reporting possible cases of abuse including the importance of attendance.

- Ensure **every** member of staff (including temporary, supply staff and volunteers) and the Academy Council knows the name of the Designated Safeguarding Lead (DSL) and the deputies responsible for child protection and their role (Annex B "Keeping Children Safe in Education" September 2022).

- Ensure **every** member of staff (including temporary, supply staff and volunteers) and the Academy Council have read Part 1 of Keeping Children Safe in Education

- The names of the Designated Safeguarding Lead and his/her deputies will be clearly visible in the academy, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse and allegations.

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4.4 Implementing Procedures for Reporting Abuse

Each school within TPLT will:

- Have a Designated Safeguarding Lead and Deputy for child protection who has undertaken two-day multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Board (NSSCB) or by Somerset Safeguarding Children Board (SSCB) and updates this training every two years.
  North Somerset Academies: https://www.nsscp.co.uk/
  Somerset Academies: https://sscb.safeguardingsomerset.org.uk/training/

- Have a member/members of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow.

- Ensure they have a nominated member of the Academy Council responsible for safeguarding who has been appropriately trained.

- Ensure all staff, volunteers and Academy Council understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children/students who may be in need of help or protection and the importance of reporting their concerns expeditiously.

- Ensure that **all** staff, volunteers and Academy Council maintain an attitude of '**it could happen here'** and when concerned about the welfare of a child always act in the best interest of the child, including child on child abuse

- Notify Social Care immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but about which the academy is concerned) For further detail on procedure see attendance policy.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at interagency meetings, strategy meetings and case conferences.

- Ensure that concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing with timely and comprehensive manner

- Ensure all records are kept securely, separate from the main student file, and in a locked location. Information will only be shared in line with the Data Protection Act 1998 and GDPR 2018 Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome.

- Provide a systematic means of monitoring children/students known or thought to be at risk of harm, and, ensure we the academy, contribute to assessments of need and support plans for those children/students.

- Understand that our responsibility to safeguard children/students requires that we all appropriately share any concerns that we may have about children/students. This may include contacting the Single Point of Access (SPA), Social Care or the Local Officer Designated Officer (LADO who will provide consultation and advice for anyone working with children/students).

- Ensure that parents/carers have an understanding of the responsibility placed on each academy and staff members for safeguarding and child protection by making the policy available to them and sharing safeguarding procedures.

- Seek to discuss any concerns about a child/student with his/her parents/carers and gain consent to make a referral or an offer of support. However, if the academy believes that notifying parents/carers could increase the risk to the child/student or exacerbate the problem advice will be taken from Children's Social Care

- **Ensure that if a child/student presents as being in immediate danger or is at risk of serious harm, a referral should be made to Children's Social Care and/or the police immediately**. **Any member of staff can, and should, make this referral if they feel a child is in immediate danger.**

- Ensure **all members of staff** are provided with opportunities to receive Basic Awareness training by either the Local Authority Safeguarding in Education Officer, the Designated Safeguarding Leader or TPLT staff in order to understand their responsibilities relating to safeguarding children/students at least annually with regular updates where appropriate. Each academy should keep up to date records of attendance to training and DSL will monitor the attendance and effectiveness of this training regularly. This training will include recognising signs of different types of abuse and neglect, including child sexual exploitation and child criminal exploitation and the importance of online safety for students. It will also ensure staff know how to report cases of abuse and the different referral processes that they can use, at academy and local authority level

- Ensure that all staff members are aware of the systems within the academy or TPLT (Priory Learning Trust) which support safeguarding – this should include; the Safeguarding Policy, Staff Behaviour Policy (see Guidance for Safer Working Practice and Code of Conduct) and identify the Designated Safeguarding Lead/ Deputy. This **will** form part of staff induction for all roles within TPLT.

- Recognise that all matters relating to child protection are confidential and the Chief Executive Officer, Principal or Designated Safeguarding Lead/Deputy will disclose personal information about a student to other members of staff on a need to know basis only.

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- Ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children/students and that they cannot promise a child to keep secrets which might compromise the child's/student's safety or well-being, or that of another.

- Always undertake to share our intention to refer a child/student to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point.

4.5 Supporting children/students who have been abused

Each academy with TPLT will**:**

- Recognise that a child/student who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth (Categories of Abuse Working Together July 2018 – Basic Awareness Training).

- Recognise that the academy may provide the only stability in the lives of children/students who have been abused or who are at risk of harm.

- Be aware that research shows that the behaviour of a child/student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

- Ensure these children/students are particularly closely monitored and supported and any concerns are recorded and reported to Social Care.

- Attend case conferences, core group meetings and other liaison meetings as necessary.

- Implement a Personal Education Plan (PEP) for all children/students in care and ensure that appropriate and timely intervention is in place for other children/students where there is a need for specific support in the academy.

- Establish a safe environment which supports all children/students.

4.6 Establish a Safe Environment

Each school within TPLT will:

- Support the child's/student's development in ways that will foster security, confidence and resilience in every aspect of school life including through the curriculum. Recognise that children/students with special educational needs can face additional safeguarding challenges and put in the relevant staff training to recognise concerns

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alongside additional support and pastoral care for these children/students.

- Provide an environment in which children/students and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties or have any concerns. This will include a safe place, through counselling, for reflection and exploration of any issue or distress to assist in developing an understanding and new ways of coping.

- Ensure that children/students and young people are educated about the expectations they should have relating to the behaviour of adults who work with them.

- Develop effective working relationships with all other agencies involved in safeguarding children/students such as Social Care, community family teams, and the police, Child and Adolescent Mental Health Services and the Vulnerable Learners Service and ensure early help is actioned where appropriate.

- Ensure that that they have a named Designated Teacher for Children/Students Looked After and that we provide the best opportunities and support for children/students to achieve the best outcomes and participate in school life.

- Contribute to the wider safeguarding agenda by working with the local community and following both government and specific guidance information from Somerset or North Somerset to help our children/students live in a safe environment. This includes key areas such as; radicalisation (Prevent Duty) and Channel Child Sexual Exploitation (CSE), and county lines, Female Genital Mutilation (FGM), forced marriage, child on child abuse, bullying and e-safety.

- Recognise that staff working in the school who have become involved with a Child/student who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. TPLT will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead/Deputy within their academy and to seek further support and offer supervision within The Trust or from outside professionals should it be required.

- Ensure that the use of any 'reasonable force' in school used to safeguard children/students is done so in accordance with the guidelines from the department Use of Reasonable Force in Schools.

- Ensure any/all onsite filtering is up to date to prevent students viewing inappropriate or unsafe material in the academy. Key words trigger a flag on an ICT system which is reported immediately to the Safeguarding Lead/Deputy to investigate further. This will link directly to the internet user policy and must be revisited with any bring your own device use.

- Ensure that all staff have an awareness of safeguarding issues and any child/student that may be more vulnerable to such issues or may have the potential need for early

help Staff should be aware that any of these behaviours could put children/students in danger.

- Ensure that all children are treated **equally.** Some children have an increased risk of abuse, 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. This applies especially to students who

  - ✓ Have special educational needs (SEN) or disabilities or health conditions (see section 10)
  - ✓ 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 from education
  - ✓ Whose parent/carer has expressed an intention to remove them from school to be home educated

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

  - ✓ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - ✓ Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
  - ✓ The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
  - ✓ Communication barriers and difficulties in managing or reporting these challenges

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

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- Ensure that staff are aware and updated annually on key issues that relate to safeguarding children/students and young people. These include:

✓ Radicalisation - Prevent Duty including the risks of radicalisation
✓ Female Genital Mutilation (FGM)
✓ E-Safety and social networking (sexting)
✓ Physical intervention
✓ Bullying including cyberbullying
✓ Safer recruitment
✓ Child Sexual Exploitation (CSE), risk of modern slavery and trafficking
✓ Domestic violence
✓ Risk taking behaviour (drug taking, legal highs and alcohol)Children missing from education
✓ Children missing from home, care or school
✓ Fabricated or induced illness
✓ Faith abuse
✓ Forced marriage
✓ Gangs, youth violence, and serious violent crimes.
✓ Signs of being drawn into anti-social behaviour including gang involvement and association of organised crime
✓ Gender-based violence/violence against women and girls (VAMG).
✓ Hate crime
✓ Mental and physical health needs
✓ Missing children and adults
✓ Private fostering
✓ Texting and sexting
✓ child on child abuse
✓ A family member in prison or those affected by parental offending

- All staff, regardless of their role, will receive a safeguarding update at the beginning of Term 1, 3 and 5 to ensure they are fully briefed with any government changes, new initiatives, key issues or policy changes.

- Ensure that in each academy leaders ensure that the curriculum is contextually adapted, and content prepares children /students well on all aspects of how to keep themselves safe and prepare them well for life in modern Britain. This includes age appropriate RSE and E-Safety curriculums.

4.7 Allegations of abuse made against other pupils

- All academies will make it clear that child on child abuse will not be tolerated in any form. Leaders will ensure that all staff recognise that children are capable of abusing their peers. Child on child abuse can take place in many ways, such as: sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, upskirting, sexting. Child on child abuse is behavior by an individual or group which can be a one-off incident or repeated over time. Child on

child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. Child on child abuse can take many forms including online (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of abusive images and video, misogynistic messages and non-consensual sharing of nudes and semi-nudes.) and is often motivated by prejudice against particular groups steered by a dislike for a person's: race, religion, gender, sexual orientation, special educational needs or disabilities, where a child is adopted or in care, where a child has caring responsibilities, where a child has actual or perceived differences, (for example, physical or cultural differences). Child on child may take place inside and outside of school, and online.

- Academies will do everything possible to prevent such cases but where a disclosure does take place leaders will
  - ensure that all information about the situation is taken
  - immediate and appropriate actions are taken to risk assess the situation
  - ensure the appropriate safeguarding practice is put into place to safeguard all alleged children/students involved

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

- Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- ✓ Is serious, and potentially a criminal offence;
- ✓ Could put pupils in the school at risk;
- ✓ Is violent;
- ✓ Involves pupils being forced to use drugs or alcohol;
- ✓ Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sending nudes or semi-nudes and Upskirting).

If a pupil makes an allegation of abuse against another pupil, school staff will inform the DSL and record the allegation, and follow the guidance given in Section 5 of Keeping Children Safe in Education 2022.

We will minimise the risk of child on child abuse by:

- ✓ Challenging any form of derogatory or sexualised language or behaviour;
- ✓ Being vigilant to issues that particularly affect different vulnerable groups and ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- ✓ Ensuring pupils know they can talk to a trusted adult and who they can report abuse to
- ✓ Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

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- ✓ Ensuring staff are aware they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

  - Children can show signs or act in ways they hope adults will notice and react to

  - A friend may make a report

  - A member of staff may overhear a conversation

  - A child's behaviour might indicate that something is wrong

- ✓ That they should speak to the DSL if they have any concerns

- ✓ That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact

- ✓ Ensuring that all children know that any allegations made will be take seriously, that they will be kept safe and that they will never be made to feel like they are a problem for reporting abuse, sexual violence or harassment.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). They will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent academies from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- ✓ Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this

- ✓ There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

4.8 Safe use of online technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- ✓ Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors

- ✓ 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')

- ✓ Set clear guidelines for the use of mobile phones for the whole school community

- ✓ Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

To meet our aims and address the risks above we will:

- ✓ Educate pupils about online safety as part of our curriculum.

- ✓ Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings.

- ✓ Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

- ✓ Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- ✓ Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

- ✓ Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

5 Roles and Responsibilities

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

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

- Behaviour policy

- Pastoral support system

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

  o Healthy and respectful relationships

  o Boundaries and consent

  o Stereotyping, prejudice and equality

  o Body confidence and self-esteem

  o How to recognise an abusive relationship (including coercive and controlling behaviour)

  o The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support

  o What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

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

All staff will be aware of:

- ✓ Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct,, the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy.
- ✓ The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- ✓ The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- ✓ What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- ✓ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- ✓ The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- ✓ The fact that children can be at risk of harm inside and outside of their home, at school and online
- ✓ The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- ✓ What to look for to identify children who need help or protection

5.2 The designated safeguarding lead (DSL)

The DSL will be member of the school's leadership team

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

- ✓ Provide advice and support to other staff on child welfare and child protection matters

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✓ Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

✓ Contribute to the assessment of children

✓ Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

✓ Have a good understanding of harmful sexual behaviour

The DSL will also:

✓ Keep the headteacher informed of any issues

✓ Liaise with local authority case managers and designated officers for child protection concerns as appropriate

✓ Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

✓ Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

✓ Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

5.3 Academy Councils

Academy Councils will:

✓ Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

✓ Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

✓ Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

✓ Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

✓ Make sure:

o The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

o Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies

o The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns

o The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level

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concerns) about staff members (including supply staff, volunteers and contractors).

  o That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety.

5.4 The Principal

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

- ✓ Ensuring that staff (including temporary staff) and volunteers:
  - o Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - o Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
  - ✓ Communicating this policy to parents/carers when their child joins the school and via the school website
  - ✓ Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
  - ✓ Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly

6 Policy review

This policy is reviewed annually by the Trust and where materially amended is consulted on, where necessary.   We will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix 1 Related documentation

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government and local publications:

- "Working Together to Safeguard Children" July 2018
- "Keeping Children Safe in Education" September 2022
- "North Somerset Safeguarding Children Board Threshold Criteria for CIN and Referrals" December 2012.
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People"2016
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and careers, HM Government (July 2018);
- What to do if you're worried a child is being abused: advice for practitioners, HM Government (March 2015)
- Revised Prevent duty guidance for England and Wales (HM Government, July 2015)
- "Prevent Duty Guidance England and Wales" 2015
- Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015)
- "Mandatory Reporting of Female Genital Mutilation"
- Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016)
- Multi-Agency guidelines handling cases of forced marriage (June 2014)
- Use of Social Media for online radicalisation (July 2015)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCCIS), August 2016)
- Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation, DfE (February 2017)
- Sexual violence and sexual harassment between children in schools and colleges, DfE (Sept 2021)
- Searching, screening and confiscation: advice for schools, DfE (January 2018).
- Children missing education, DfE (September 2016)
- Disclosure and Barring Service Guidance.
- North Somerset Safeguarding Children Board.
- South West Child Protection Procedures.
- 360 Safe Accreditation
- Data Protection Act 2018
- General Data Protection Regulation 2018
- Guidelines from the NSPCC