ALDRIDGE EDUCATION

Child Protection and Safeguarding Policy

Includes:

Prevent Policy

Harmful Sexual Behaviour Policy

Learner Mental Health and Wellbeing Policy

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

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V5	K Foster	Oct 25	Policy Review – terminology change to learner, changes relating to MIS platform used to record staff allegations , Gender questioning, KCSIE 2025, Visitor checks and SCR, E Safety and AI, Images and videos, CEO sign off, Approved ESC 14/10/25

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Key Contact Personnel:

Principal	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Designated Teacher for looked After/ Post Looked After Children (LAC)	SENDco
Chris Hatherall	Paul Rigby	Phil Hilton Claire O'Hara Magdelana Lulek	Phil Hilton	Sam Lee

Lead First Aider	Mental Health Lead	Trust Safeguarding Link / Head of Inclusion
Jeff Baird	Phil Hilton	Karen Foster

Nominated Safeguarding Link Governor	Chair of Governors	Trustee Safeguarding Link
John Patterson	Mike Houghton	Rob Wye

Academy Local Authority	Local Authority Designated Officer (LADO)	Academy Prevent Lead (SPoC)	LA Prevent Lead
Warrington	Various	Paul Rigby	01606 362121 Cheshire Police Prevent Team

Introduction

This is a statutory policy that all Aldridge academies must make available on their website.

Academies should ensure that the policy is compliant with the academy's Local Authority/Local Safeguarding Partnership child protection procedures. Additional Local Authority procedures, or policies, should either be embedded within the policy or added as appendices to the Aldridge suite of Child Protection and Safeguarding Policies.

This policy will be reviewed annually.

The Child Protection and Safeguarding Policy *must* contain:

- the name of the policy – Child Protection and Safeguarding
- recognition of statutory responsibility
- an outline of the safeguarding principles to which the academy adheres
- the name and responsibilities of the Designated Safeguarding Lead & Deputy
- outline where written arrangements for covering the Designated Safeguarding Lead and Looked After Child designated teacher (DLAC) when they are unavailable or off site
- the name and responsibilities of the Looked After Child designated teacher (DLAC)
- the name of the Chief Executive Officer
- the procedures for reporting and responding to a child protection/safeguarding concern
- reference to the Safer Recruitment Policy and other related policies such as: Anti-bullying, PSHE, Tackling Extremism and Anti-Radicalisation (PREVENT) and e-Safety Policies, and the Staff Code of Conduct
- a confidentiality statement
- an outline of practice with regard to staff (and visitors to academy) working with learners
- arrangements for monitoring and evaluation of the policy
- signatures, date (of sign-off) and date of next review.

Some text in the following policy is adaptable at the discretion of the academy to fit the local context.

This will be monitored at audit to ensure that all local details, local contextual issues and procedures are in place, according to the latest version of KCSIE.

Child Protection and Safeguarding Policy

Aldridge Education and UTC Warrington fully recognises its statutory responsibilities for Child Protection and Safeguarding. It is committed to promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and be appropriately trained. This policy applies to everyone working in the school as intended to ensure that the protection of children from maltreatment. It aims to promote the physical and mental health, wellbeing of learners, safe and effective care and actions to ensure best outcomes.

Academy Designated Safeguard Lead (DSL)

The academy has appointed a Designated Safeguarding Lead (DSL) from the senior leadership team in accordance with the latest version of KCSIE .

The DSL (under the Principal) is responsible for matters relating to child protection and welfare in this academy.

In their absence, these matters will be dealt with by the Deputy DSL(s).

The DSL is key to ensuring that proper child protection and safeguarding procedures and policies are in place and adhered to. They will also act as a dedicated resource available for other staff, volunteers and Local Governors to draw upon. Parents are welcome to approach the DSL if they have any concerns about the

welfare of any child in the academy, whether these concerns relate to their child or any other. The DSL will liaise with the Local Authority and work with other agencies in line with the latest statutory guidance *Working Together to Safeguard Children, and Keeping Children Safe in Education.*

There will always be cover for this role and arrangements for this are as follows:

If the DSL is not present on site the UTCW also have three other members of staff that have completed the DSL training. They are informed via email by the DSL or Principal on the day required.

Local Authority (LA) Child Protection and Safeguarding

LA children's social care: 01925 443322 / 01925 444400

LA designated officer(s): 01925 442079

LA Channel Panel: Police Prevent Team or Local Safeguarding Partnership for Advice

Looked-After Children

The Designated Teacher for Looked-After Children (DLAC) is:

The DLAC has received appropriate training and will make an annual report to the Local Governing Committee and the Trustees in accordance with the latest statutory guidance. The Local Governing Committee will consider the information in the report under the scheme of delegation. The Trustees will take any appropriate action.

The DLAC will liaise with the Virtual Head for Looked-After Children to ensure that the funding assigned to the child/young person is put to best use. The role will also encompass the needs of post-LAC students. The arrangements for covering this role should the DLAC be absent or unavailable are as follows:

The DSL takes responsibility if the DLAC is not present.

Legislation and Statutory Guidance

This policy is based on the latest versions of the Department for Education's statutory guidance, Keeping Children Safe in Education Keeping Children Safe in Education *Working Together to Safeguard Children* and the Academy trust governance guide We comply with this guidance and the procedures set out by our local safeguarding partnership.

This policy is also based on the following legislation:

- Parts 3 and 4 of the schedule to the *Education (Independent School Standards) Regulations 2014*, which places a duty on academies and independent schools to safeguard and promote the welfare of learners at the academy
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Principal should carefully consider how they are supporting their learners regarding these characteristics. The Act allows our academy to take positive action to deal with particular disadvantages affecting learners (where we can show it's proportionate). This includes making reasonable adjustments for disabled learners. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve learner outcomes. Some learners may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage. This policy complies with our funding agreement and articles of association.

Scope and Publication

Safeguarding and child protection is everyone's responsibility and as such this policy applies to all staff (including agency staff), Trustees, Local Governing Committee members, central team staff and volunteers working in each academy and applies wherever staff or volunteers are working with learners even where this is away from the academy, for example at an activity centre or on an educational visit. This policy is published on the academy's website and can also be made available in large print or another accessible format if required.

The Trustees will facilitate a whole-trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

The Trustees and Local Governing Committee Members take seriously their responsibility under Section 175 of the Education Act 2002 and are aware of their obligations in relation to the legislation and statutory guidance above to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academies to identify, assess, and support those children who are suffering harm.

The DfE defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment inside or outside the home including online

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

Children includes everyone under the age of 18.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect **specific** children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Principles

The academy has a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Department for Education. This academy recognises its legal and moral duty to promote the wellbeing of children, protect them from maltreatment, and respond to child abuse, as well as its responsibility to follow the local inter-agency procedures of Warrington LA Safeguarding Multi-agency Partnership (MAP). The Multi-agency partnership consists of three member groups – the Police, the integrated care boards and the Local Authority Social Care. These have been established from September 2019. We recognise the importance of a whole academy approach to safeguarding and child protection; all systems, processes and policies should operate with the best interests of the child at their heart and in accordance with local procedures.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice which results in a child being physically or psychologically damaged. We believe that children must receive the right help at the right time to address risks and prevent issues escalating.

We believe that children have the right to have their views heard and considered by all professionals when making decisions to keep the child safe from harm. We will actively enable and encourage children to participate in an open dialogue with all academy stakeholders about safeguarding matters and include them in decisions about safeguarding practices, developing an inclusive and open ethos to keeping them safe.

We agree that we have a primary responsibility for the care, welfare and safety of the learners in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended academy activities. We will teach about safeguarding, including keeping safe online, as part of providing a broad and balanced curriculum covering relevant issues through personal, social health and economic education/RSE and teach children to recognise when they are at risk and how to get help when they need it.

We additionally understand that as an academy we play a crucial role in preventative education. This is in the context of a whole-academy approach to preparing learners for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our behaviour policy, pastoral system and as above, our inclusive and regularly delivered RSE curriculum.

We always maintain an attitude of 'it could happen here'. When we have concerns about the welfare of a child, staff will always act in the best interest of the child and will raise these with the academy's Designated Safeguarding Lead. In exceptional circumstances, such as in an emergency or a when a genuine concern has not been appropriately acted upon, staff members will speak directly to children's social care.

The academy seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The academy hopes that parents and children will feel free to talk about any concerns and will see academy as a safe place if there are any difficulties at home.

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

Every complaint or suspicion of abuse from within or outside the academy will be taken seriously and in all proper circumstances will be referred to an external agency such as children's social care services, the LA designated officer(s), police or the NSPCC, without investigation by the academy. (The appropriate person(s) only (Principal and/or DSL or deputy DSL) will have completed the relevant information gathering and due consideration process appropriate to their level of skill and expertise, prior to seeking further advice or making a referral.)

The LA children's social care services, LA designated officer(s) and NSPCC contact details will be displayed throughout the academy for ease of reference for the academy community and children.

The name of the academy's Designated Safeguarding Lead and their deputy will be clearly advertised throughout the academy, with a statement explaining the academy's role in referral and monitoring.

The name of the Chief Executive Officer will be clearly displayed in the academy office for academy staff.

Equality Statement

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 or disabilities or certain health conditions
- those who are educationally disadvantaged
- are young carers
- are looked-after or previously looked after
- 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 abuse
- are at risk of so-called honour-based abuse including FGM and/or forced marriage, sexual exploitation, or radicalisation
- appear vulnerable to criminal exploitation
- are asylum seekers
- are at risk due to either their own or a family member's mental health needs
- are missing or absent from education for prolonged periods and/or repeat occasions
- whose parent/carer has expressed an intention to remove them from academy to be home educated.

Roles and Responsibilities

Academy staff (including central team, volunteers, students, Trustees and Local Governing Committee members)

It is the responsibility of the Board of Trustees to:

- Make sure that the academy has appropriate filtering and monitoring systems in place and review their effectiveness

- Review the DfE's filtering and monitoring standards, and discuss with Aldridge IT staff and service providers about what needs to be done to support the school to meet these standards
- Make sure the DSL in each academy takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Make 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

Make sure staff in each academy understand their expectations, roles and responsibilities around filtering and monitoring as part of training for safeguarding. All staff will safeguard children's wellbeing and promote their welfare: protecting them 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 by taking appropriate action to enable all children to have the best outcomes.

All staff MUST read Part 1 or Annex A (long or condensed version (for staff who do not work directly with children) and Annex B of the latest version of the Department for Education's statutory safeguarding guidance, *Keeping Children Safe in Education* Keeping Children Safe in Education and review this guidance at least annually. It is a recommendation from the Trust that all staff also read Part 5.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

Trustees, Education Directors, Safeguarding Lead, members of the Academy Leadership Teams, Designated Safeguarding Leads and their deputies, and members of the Central Team should read the document in its entirety.

All Staff

All staff will be aware of:

- our systems which support safeguarding, including the child protection policy (including procedures for dealing with child-on-child abuse), staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy/deputies, the E-safety policy, online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, the behaviour policy, and the safeguarding response to children who go missing from education
- the early help 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), Domestic Abuse, indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- mental Health problems and how in some cases they are an indicator of the child being at risk of harm
- the terms victim and perpetrator ensuring they recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way thus using a term that the child is comfortable with; equally for alleged perpetrator(s)/perpetrators thinking carefully about what terminology is used (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. (As an academy we will decide what's appropriate and which terms to use on a case-by-case basis)
- 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 academy 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 and thus will provide a safe space for these learners to speak out and share their concerns
- what to look for to identify children who need help or protection.

All new staff and volunteers will receive basic safeguarding training as part of their induction and be expected to read and understand the Child Protection and Safeguarding Policy.

The section on training and the appendices of this policy outline in more detail how staff are supported to do this.

Main Responsibilities of the DSL

Managing referrals (from academy staff or others from outside the academy)

- refer all cases of suspected child abuse to children's social care services
- refer all safeguarding concerns involving adults (staff & volunteers) to the LA designated officer(s)
- refer an individual to the Disclosure and Barring Service (when a staff member has harmed or poses a risk of harm, to a vulnerable adult or child, or has been dismissed for harming a vulnerable adult or child or would have been dismissed had they not left employment). **This is a legal duty, and the academy will work with the Designated Safeguarding Lead and Trust Safeguarding Lead / Head of Inclusion in completing and making the referral.**
- refer to the Teaching Regulation Agency (TRA) (formerly NCTLs Teacher Services or Employer Access Online Service) when checking the Teacher's Prohibition List for all teachers employed by the academy and for making referrals for teacher misconduct[1]. Teaching Regulation Agency (TRA) checks will be completed on all staff involved in teaching
- inform the Police (cases where a crime may have been committed) with due regard to NPCC 'When to call the police' guidance
- liaise with the Principal to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

Receive appropriate training every two years (or more regularly) and ensure that updates are accessed on an annual basis through the Local Authority or MAP.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

They should:

- understand the importance of working closely and information sharing, both within the academy and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- understand and participate in the assessment process for providing early help and intervention through the MAP
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation
- understand and participate in child protection conferences and reviews, including providing reports
- ensure each member of staff has access to and understands the academy's Child Protection and Safeguarding policy and procedures, especially new, agency/supply and part-time staff

[1] https://www.gov.uk/government/collections/teacher-misconduct

- be alert to and support the specific requirements of children in need, those with educational needs, looked after children, children with SEND, children with a social worker, children with certain health conditions and young carers
- attend relevant and refresher training courses, including online safety
- organise child protection induction, and update training annually for all academy staff
- encourage a culture among all staff of listening to children and taking account of their wishes and feelings, and any measures the academy may put in place to protect them
- ensure that at least one interview panel member of each interview has undertaken Safer Recruitment training.

Raising Awareness

- ensure the academy's policies are known and used appropriately
- ensure the academy's Child Protection and Safeguarding policy is reviewed annually and the child protection procedures are in line with the LA, MAP, working with the Local Governing Committee and Trust to achieve this
- ensure the Child Protection and Safeguarding Policy and procedures are available publicly, parents are aware of them and that referrals about suspected abuse or neglect may be made and the role of the academy in this
- link with the local MAP to make sure staff are aware of training opportunities and the best local policies on Child Protection and Safeguarding
- keep written records of concerns about a child even if there is no need to make an immediate referral
- maintain detailed, accurate, secure written records of concerns and referrals and ensure actions are recorded and acted upon. This should also include keeping a record of the rationale for any decisions that are made.
- ensure that all child protection records are kept confidentially and separately from learner records, in line with the Records Retention Policy, and are passed on to the child's next academy in a confidential and secure manner, ensuring a confirmation receipt is obtained on delivery
- ensure that the existence of the child protection file is marked on the learner records
- ensure that any learner with a child protection plan who is absent from the educational setting without explanation is referred to children's social care[2] immediately
- ensure the academy follows up any unexplained absences immediately and refer this to the appropriate agency (educational welfare service, social care or the police) if the child cannot be located. Ensure that the academy follows local Child Missing in Education procedures
- encourage a culture of listening to children and taking account of their wishes and feelings, in any measures the academy may put in place to protect them
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection that children, including children with a social worker, are experiencing, or have experienced, with teachers and academy leadership staff
- ensure that the academy, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children
- have a good understanding of harmful sexual behaviour

[2] *https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_*.pdf

- ensure they know and have discussed the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to inform the academy'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. Further information can be found in the Statutory guidance - PACE Code C 2019 https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible
- understand and support the academy or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at academy
- understand the filtering and monitoring processes on academy or college devices and academy or college networks to keep learners safe online
- provide, with the Principal, a termly report for the Local Governing Committee
- provide the Trust with termly safeguarding reports.

The DSL and their deputy/ies must undertake child protection training and training in inter-agency working every two years (or more regularly) and will attend annual refreshers provided by the LA/MAP to remain updated on policy, procedures and developing concerns nationally and regionally.

Ongoing training will be provided to all members of staff in areas such as:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Children's mental health issues
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Additional support
- So-called peer-on-peer/child-on-child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting

Their full responsibilities are outlined in the job descriptions of both the DSL and the Deputy DSL.

The Principal

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

- ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction; and
- 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 when their child joins the academy and via the academy 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, including online safety training, and updating the content of the training regularly;
- acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (See **Safeguarding concerns about a staff member, supply teacher, volunteer or contractor, Page 25)**
- making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- ensuring the relevant staffing ratios are met, where applicable
- making sure each child in the Early Years Foundation Stage is assigned a key person
- overseeing the safe use of technology, mobile phones and cameras in the Early Years setting

Reporting and Recording

It is the responsibility of all adults in academy to ensure that any safeguarding concerns they may have, are reported to the Designated Safeguarding lead in academy.

This academy requires all staff to record non-urgent concerns on CPOMS or other suitable recording system as soon as possible, within the same day. Staff complete the log on CPOMS using the following acronym:

Incident -

Risk -

Action -

Any urgent concerns, where a child might be at risk of significant or immediate harm must be reported immediately to the DSL (or in their absence the DDSL) and then reported in writing onto CPOMS or other suitable recording system as soon as possible within the same day or as directed by the DSL on that occasion.

All reports will include complete details of the child, any others involved and of the incident. All names will be written in full, and all people mentioned will be given their designation (i.e., "Fred, father of John"). As much as possible the language used by the child/student in any disclosure, will be reported and not substituted by the adult reporting.

The report will be considered a formal document and so all details must be clear so that, if referenced at a later stage, the person reading it has a clear understanding of who is involved and what occurred.

Reports may be submitted as part of legal proceedings.

Where a child/learner has such a file, this will be indicated on their general learner file.

Next steps for the concern will be followed up by the DSL and DDSL. (See referral procedures.)

Reporting Systems for our Learners

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 learners feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- put systems in place for learners to confidently report abuse
- ensure our reporting systems are well promoted, easily understood and easily accessible for learners

- make it clear to learners that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- We have clear and simple reporting routes so every learner knows who to go to if they have a concern about themselves or someone else.
- We ensure learners know *how* to report concerns and *what happens* when they do. This is done through:

- **PSHE / RSE curriculum** – regular lessons on healthy relationships, consent, online safety, and how to seek help.
- **Induction sessions** – new learners are introduced to the safeguarding team and where to find help.
- **Assemblies and tutor time** – reminders of who the safeguarding staff are and how to report issues.
- **Posters and displays** around school showing photos and names of the safeguarding team.
- **The school website and learner handbook**, which include clear guidance on reporting concerns.
- This ensures all learners understand the procedures and know that support is always available.
- We work hard to create a culture where learners feel confident and supported when they speak up. We do this by:
- **Reassuring learners that they will be listened to**, taken seriously, and never blamed for reporting a concern.
- **Explaining confidentiality clearly** – staff only share information with people who need to know in order to keep the learner safe.
- **Providing private spaces** for conversations, so learners can talk safely and comfortably.
- **Following up after disclosures** – staff check in with the learner to make sure they feel supported and to update them where appropriate.
- **Promoting a whole-school ethos of respect and safety**, so learners understand that reporting concerns is normal and encouraged.
- This helps learners trust the system and feel safe coming forward with any worries.

Confidentiality and Information Sharing

Timely information sharing is essential to effective safeguarding

The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe (see relevant paragraph in the latest version of KCSIE for more details except in circumstances where damage may be done to a person or group of people; 'this includes allowing practitioners to share information without consent…' (more detail in the latest version of KCSIE). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and where appropriate the academy will seek advice from Aldridge Education.

The academy will ensure that all child protection records are kept confidential and only allow disclosure to those who need the information in order to safeguard and promote the welfare of children. The academy will cooperate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Regardless of any duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated safeguarding lead (who in turn will refer immediately to the local authority children's social care) in accordance with this policy. All staff may raise concerns directly with children's social care services.

The academy will ensure that a clear protocol regarding communication using walkie-talkies is established and shared with relevant staff so no compromise or detriment to any safeguarding information.

Recognising abuse and taking action

All staff are expected to be able to identify and recognize all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff (including temporary staff), volunteers and Local Governing Committee Members must follow the procedures set out below in the event of a safeguarding issue.

We choose to refer via the DSL in the majority of cases because they may have wider knowledge about the family/circumstances that is unknown to the rest of staff. This also ensures that the person responsible for Safeguarding and Child Protection has a comprehensive picture of what is happening in academy.

Nevertheless, where a staff member has a concern and the DSL or DDSL cannot be located or where the staff member feels the response from the DSL/DDSL is inadequate, the staff member **MUST** refer the case into Social Care using the processes and procedures below.

If a child is in immediate danger

Early identification of abuse and neglect is vital. Staff will always speak to the Designated Safeguarding Lead (DSL) to escalate their concerns. **In exceptional circumstances, such as in an emergency or if they believe that a genuine concern that they have has not be appropriately addressed, they will speak *directly* to children's social care.**

Should the DSL or their deputy not be contactable **immediately**, make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. ***Anyone can make a referral.***

Tell the DSL as soon as possible if you make a referral directly.

Follow the link - https://www.warrington.gov.uk/mars

https://www.gov.uk/report-child-abuse-to-local-council

If a child makes a disclosure to you

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

- listen to and believe them. Allow them time to talk freely and do not ask leading questions. Staff should not take a decision as to whether or not the abuse has taken place
- stay calm and do not show that you are shocked or upset
- tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- reassure them that you are taking their disclosure seriously, will help keep them safe and that they are not creating a problem for reporting abuse, sexual violence or sexual harassment
- explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record and any evidence must be kept securely and handed to the DSL as soon as possible
- sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Record concerns onto CPOMS or other suitable recording system in accordance with the procedures set out in academy.

Follow the link - https://www.warrington.gov.uk/mars

You might also include the following link to the GOV.UK webpage for reporting child abuse to your local council:

https://www.gov.uk/report-child-abuse-to-local-council

Do not investigate suspicions regarding child protection issues.

Action by the Designated Safeguarding Lead – Concerns about Children

The action to be taken by the DSL will take into account:

- the local inter-agency procedures of th Warrington LA Safeguarding Partnership
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care or the Police. In case of serious harm, the Police will be informed from the outset
- the wishes of the learner who has complained, provided that the learner is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a learner's wishes
- the wishes of the complainant's parents provided they have no interest which is in conflict with the learner's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the designated safeguarding lead is concerned that disclosing information to parents would put a child at risk; s/he will take further advice from the relevant professionals before making a decision to disclose

- duties of confidentiality, so far as applicable (and as referenced above).

Referral

If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care services on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, the DSL will make a referral without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing to children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact children's social care services again. Should the academy require further support in escalating the case then they will contact the Safeguarding Lead.

FGM

If you discover that FGM has taken place, or a learner is at risk of FGM

The Department for Education's statutory guidance, *Keeping Children Safe in Education explains* that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a learner has already been subjected to FGM, and factors that suggest a learner may be at risk, are set out on page 43.

Any teacher who discovers that an act of FGM appears to have been carried out on a **learner under 18 must** immediately report this to the Police, personally. This could be that they

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

This is a mandatory, **statutory duty,** and teachers may face disciplinary sanctions for failing to meet it. (the latest version of KCSIE and Serious Crime Act 2015). Thereafter, they may discuss their concerns with the DSL.

The duty above does not apply in cases where a learner is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine learners.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **learner under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a learner is *at risk* of FGM or discovers that a learner aged 18 or over appears to have been a victim of FGM, should speak to the DSL and follow our local safeguarding procedures.

If an adult female is at risk of undergoing or had already undergone FGM, these incidents should be dealt with by the Public Protection Investigation Unit as a form of Domestic Violence and Abuse/Honour Based Violence incident.

Relevant risk assessments (such as the DASH domestic abuse and stalking risk indicator checklist - see SafeLives website) and safeguards should be put in place and referrals to partner agencies made as appropriate in order to ensure the victim receives all relevant support.

If the adult female is an Adult at risk, the adult safeguarding process should be initiated and an urgent Strategy Meeting arranged. Note however if the adult has Capacity and does not give consent the safeguarding process would not be taken forward unless there was a wider 'public interest' element to the case. Immediate protection may be secured through the Court of Protection or the High Court.

Part of the investigation should entail identification of any persons who seek to aide, abet or procure someone to commit FGM and with a view to identifying other victims

Contact Adult Social Care First Response Team on **01925 443322 or** Outside of office hours ring us on **01925 444400**

If you know someone in immediate danger

Contact the police if you think that a girl or young woman is in immediate danger of FGM. You should also contact the Foreign and Commonwealth Office if she's already been taken abroad.

If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes.

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the academy will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help sections of KCSiE provide further information on this process.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

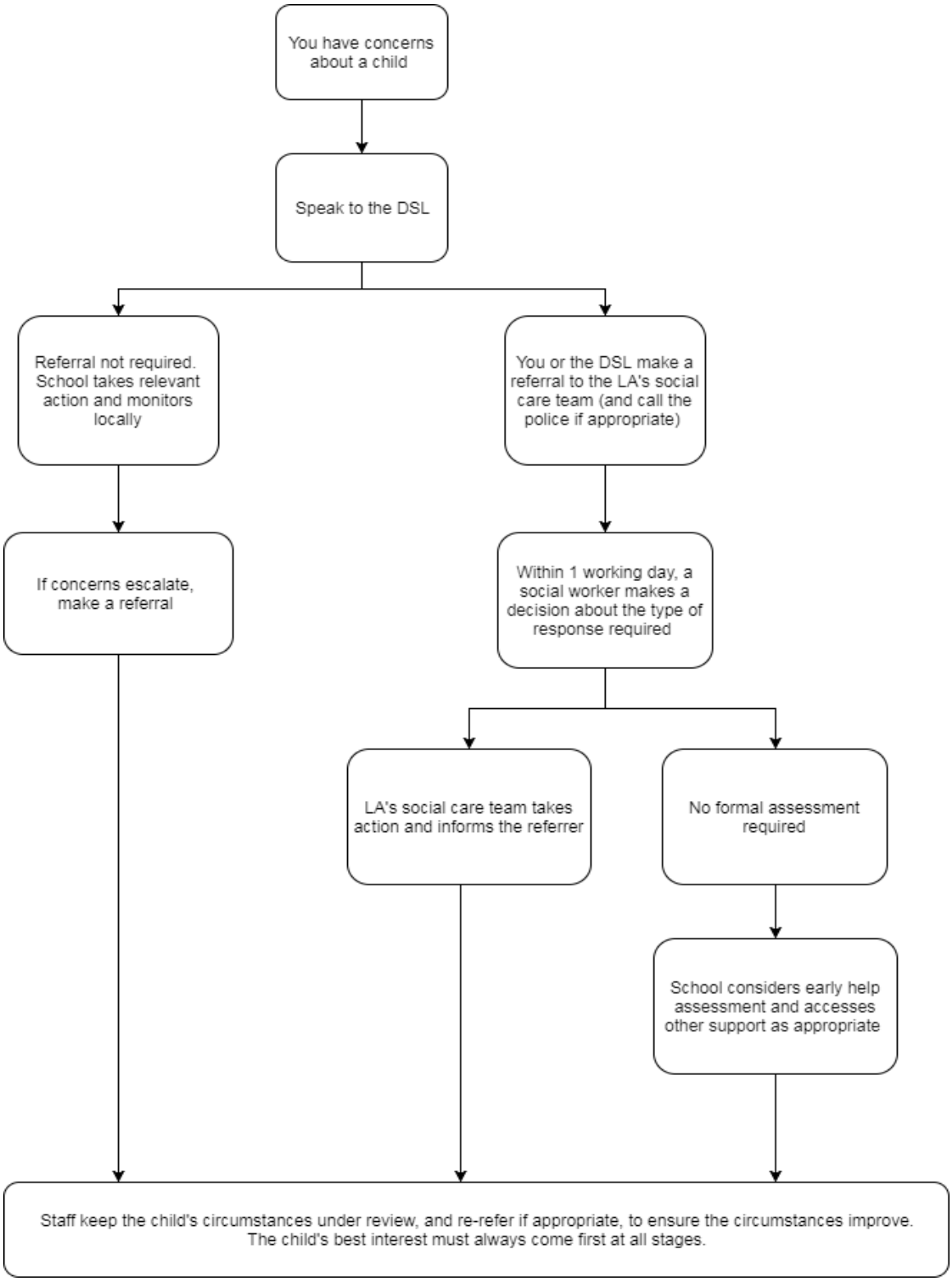
The local authority will decide within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

Extremism

If you have concerns about extremism, please refer to the associated Prevent Policy in Appendix 3.

Figure 1



Allegations of abuse made against another learner child-on-child abuse

Please see Appendix 1.

Informing Parents/Carers

Parents/carers will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the LA designated officer(s), the Police and/or the Principal before discussing details with parents/carers.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

External Agencies

Whether or not the academy decides to refer a particular complaint to children's social care services or the police, the parents and learner will be informed of their right to make their own complaint or referral to the children's social care services or the child protection unit of the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

Specific Safeguarding Concerns

All staff should have an awareness of the safeguarding issues that can put children at risk of harm. Behaviour linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) put children in danger. We will take into account the specific needs of children and young people in difficult circumstances and will ensure that their additional needs are taken into account and dealt with according to the local authority arrangements and the latest version of KCSIE .

Such circumstances include:

- child abduction and community safety incidents
- children and the court system
- children with family members in prison
- child criminal exploitation / child sexual exploitation
- county lines
- cybercrime
- domestic abuse
- homelessness
- modern slavery and the National Referral Mechanism
- so-called 'honour-based' abuse (HBA) preventing radicalisation
- child-on-child abuse
- sexual violence and sexual harassment between children in schools.

Annex B of KCSiE contains more details of areas of concern to be aware of.

Children with SEN/Disabilities or Certain Health Conditions

We recognise that learners with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation 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
- Learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners
- The potential for learners 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
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so
- We offer extra pastoral support for these learners. This includes: creating a safe space for communication, regular check ins and reviews (KIT meetings) and maintaining effective relationships with parents, local authorities and other relevant agencies.
- To this end, we will ensure there is extra pastoral and communication support for children with SEN, disabilities and certain health conditions.

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

Children with a Social Worker

It is recognised that when a child has a social worker, it is an indicator that they are more at risk than most learners. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making decisions in the best interests of their safety, welfare and educational outcomes.

At UTCW we deliver the following

Enhanced communication and information sharing between DSL's and social workers including attendance data and safeguarding concerns.

Personalised pastoral support plans including regular check ins and flexible arrangements for things such as uniform, transport and routines.

Academic and wellbeing support with catch up tutoring, lunch time and after school homework clubs.

Attendance and Engagement support using the below practical approaches.

- **Morning welcome:** Have a designated staff member greet the pupil each morning
- **Flexible start times:** Allow slightly later arrival if morning routines at home are challenging
- **Transport support:** Work with the local authority to ensure reliable transport arrangements
- **Home visits:** Conduct supportive home visits when absence occurs
- **Attendance rewards:** Include the pupil in attendance incentives, acknowledging their efforts

Emotional Mental Health Support including fast track referrals to MHST and CAMHS and having named trusted adults who they can access for support.

Looked-after and previously looked-after children

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

- appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- the DSL has details of children's social workers and relevant virtual academy Principals.

We have appointed a designated teacher who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- work with virtual academy heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how learner premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

Learners who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance

We recognise that learners who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When parent/carers are making decisions about support for gender questioning children they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

We will also consider the broad range of the learner's individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the learner). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

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

Create a Safe and Inclusive Environment

- **Visible inclusivity:** Display LGBTQ+ inclusive posters, books, and resources in classrooms, libraries, and common areas
- **Safe spaces:** Designate quiet, safe spaces where LGBTQ+ students can go if they feel overwhelmed or need support
- **Staff visibility:** Encourage staff allies to display visible symbols of support (e.g., rainbow lanyards, pronoun badges)

Build Trusted Relationships

- **Designated trusted adults:** Identify staff members who are trained and confident in supporting LGBTQ+ students
- **Regular check-ins:** Schedule regular 1-1 meetings with students who may need extra support

- **Open-door policy:** Make it clear which staff members students can approach at any time
- **Student voice:** Actively seek feedback from LGBTQ+ students about their experiences and needs

Staff Training and Development

- **Understanding LGBTQ+ identities:** Provide training on gender identity, sexual orientation, and the challenges LGBTQ+ young people face
- **Inclusive language:** Train staff on appropriate terminology, pronouns, and respectful communication
- **Recognising bullying:** Help staff identify homophobic, biphobic, and transphobic bullying
- **Safeguarding:** All staff will receive safeguarding and child protection training at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually Keeping Children Safe in Education

Tackle Bullying and Discrimination

- **Zero tolerance policy:** Make it clear that homophobic, biphobic, and transphobic language and behaviour will not be tolerated
- **Report and respond:** Ensure all incidents are recorded, investigated, and addressed promptly
- **Restorative approaches:** Use restorative practices to help students understand the impact of their behaviour
- **Monitor patterns:** Track incidents to identify hotspots or patterns requiring intervention
- **RSHE curriculum:** The RSE curriculum includes same-sex relationships and diverse family structures
- **Diverse representation:** Include LGBTQ+ people, history, and contributions across all curriculum subjects
- **Age-appropriate content:** Teach about different families and relationships from primary onwards
- **Challenge stereotypes:** UTCW will avoid language and activities which repeat or enforce gender stereotypes Relationships and Sex Education Statutory Guidance

Individual Support Plans

For students experiencing difficulties:

- **Pastoral support plans:** Develop individualised support plans for LGBTQ+ students who are struggling with attendance, wellbeing, or academic progress
- **Mental health support:** UTCW will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place Keeping Children Safe in Education

Supporting Gender Questioning Students

- **Respectful communication:** Use the student's preferred name and pronouns where appropriate
- **Privacy:** Respect the student's right to privacy about their gender identity
- **Practical adjustments:** Consider reasonable adjustments for uniform, changing facilities, and toilets
- **Clinical guidance:** Encourage families to seek appropriate clinical advice
- **Holistic approach:** Consider the student's broader needs, including mental health and safeguarding

Mental Health and Wellbeing Support

- **Early intervention:** Identify students who may be struggling and offer support promptly
- **Wellbeing check-ins:** Use regular wellbeing assessments to monitor students' mental health
- **Crisis support:** Ensure students know how to access urgent support if needed

- **External referrals:** Work with CAMHS and specialist LGBTQ+ youth services
- **Resilience building:** Teach coping strategies and emotional regulation skills

Connect with specialist organisations:

- **Stonewall:** For school inclusion programmes and resources
- **Just Like Us:** For LGBTQ+ role models and classroom resources
- **The Trevor Project:** For crisis intervention and suicide prevention resources
- **Mermaids:** For support for gender diverse young people and their families
- **Local LGBTQ+ youth groups:** For community connections and peer support

Learners whose parents elect to educate them at home

In the event that the academy receives a request from parents to educate their child at home, the Principal will appoint a senior member of staff to liaise with the parents and explore the implications. The academy will endeavour to encourage the parents to make the right decision in the best interest of the child through discussions with them and other associated professionals. All parties will be aware of any additional needs of the child such as SEND or the role of any social worker involved. The academy will inform the local authority as soon as the learner is removed from roll.

The use of 'Reasonable Force' in schools and colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will, in considering the risks, carefully recognise the additional vulnerability of these groups (under the Equality Act 2010) in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Further detail is found in the **Academy Behaviour Policy.**

- Report any safeguarding concerns about a child or young person to children's safeguarding and social work teams on **01925 443322,** press one and either say MASH or the name of the person if known
- Outside of office hours call us on **01925 444400**
- If you believe the child is at immediate risk of harm, call 999
- If you believe a crime has been committed, contact the police on **101**
- Staff can also complete a multi agency request for services (MARS) form to refer a child or young person who you think may be vulnerable or at risk. The form is available here https://my.warrington.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-

publish://AF-Process-1301ac24-f059-4e5a-99bd-7952db51c9bc/AF-Stage-fbf5d2e9-269b-4de1-8c53-4db4da4f4eae/definition.json&process=1&process_uri=sandbox-processes://AF-Process-1301ac24-f059-4e5a-99bd-7952db51c9bc&process_id=AF-Process-1301ac24-f059-4e5a-99bd-7952db51c9bc

- Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care if the designated safeguarding lead (or a deputy) is not available. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible. Keeping Children Safe in Education
- Schools and colleges should provide as much information as possible as part of the referral process to allow any assessment to consider all the available evidence and enable a contextual approach to address harm. Keeping Children Safe in Education
- **Use the GOV.UK reporting tool**: https://www.gov.uk/report-child-abuse-to-local-council The online tool Report child abuse to your local council directs to the relevant local authority children's social care contact details. Keeping Children Safe in Education Keeping Children Safe in Education Keeping Children Safe in Education

What to Expect After Making a Referral

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. Keeping Children Safe in Education

The referrer should follow up if this information is not forthcoming. Keeping Children Safe in Education

Recording Requirements

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. 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 Keeping Children Safe in Education

Important Principles

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision. Keeping Children Safe in Education Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors in the wider community outside the academy and/or can occur between children outside the academy.

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual

exploitation, criminal exploitation, and serious youth violence. They should consider the context within which such incidents and/or behaviours occur. Assessments of children should consider whether wider environmental factors/risks/issues are present in a child's life and whether they are a threat to their safety and/or welfare. Details of the academy's key contextual issues are shared with the Trust via several sources.

- **County lines and criminal exploitation** - particularly relevant in areas with transport links
- **Child sexual exploitation** - local patterns and risks
- **Domestic abuse** - prevalence in the local area
- **Substance misuse** - local drug and alcohol issues
- **Online safety risks** - including local incidents
- **Mental health concerns** - local prevalence and support services
- **Deprivation and poverty** - impact on safeguarding

(Children's social care assessments should consider such factors, so it is important that academies provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.)

Further information can be found in the latest version of KCSIE Part 1, Annex B, Working Together to Safeguard Children (2018, updated 2023) and www.contextualsafeguarding.org.uk

Safeguarding concerns about a staff member, supply teacher, volunteer or contractor

At UTC Warrington we recognise that, however unlikely, there is always a possibility that adults working in the academy may harm children, including governors, volunteers, supply teachers, agency staff or contractors. If you have concerns about any adult in the academy, then concerns should be recorded on the agreed MIS platform for this purpose and the Principal informed without delay, and in their absence the DSL and HR Partner.

Where there are concerns about the Principal, this should also be recorded on the agreed MIS platform for recording concerns and referred immediately to the Chair of Governors and the Chief Executive Officer of Aldridge Education.

Concerns about any member of the Trust's national team should be referred immediately to the Chief People Officer of Aldridge Education or, if the concern is about the Chief People Officer, to the Chief Executive Officer. Concerns about the Chief Executive Officer should be raised immediately with the Chair of the Trust Board. This can be done, if necessary, through the Chief People Officer.

You can also discuss any concerns about any staff member, volunteer or contractor with the DSL.

All concerned will then follow the procedures set out in the Trust Managing Allegations Against Staff policy.

If a staff member feels unable to raise their concerns/issues with their Principal then report it to the Trust's Chief People Officer or directly to the Local Authority Designated Officer (LADO); if they feel that their genuine concerns are not being addressed, they must refer to the Whistleblowing Policy and/or contact the Trust or the NSPCC Whistleblowing advice line directly.

If you receive an allegation relating to an incident where an individual or organisation was using the academy premises for running an activity for children, follow our Trust safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

For Early Years

Where appropriate, the academy will inform Ofsted of the allegation and actions taken, within the necessary timescale (see Trust Managing Allegations Against Staff Policy for more detail).

Managing Safeguarding concerns and allegations about staff

The academy has policies and procedures (see above list) for dealing with allegations against staff (including supply staff, volunteers and contractors) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. These procedures follow the DfE guidance *Keeping Children Safe in Education ,* and should be used where an allegation is made about a person working in a academy/college that provides education for children under 18 years of age, including members of staff, supply staff, volunteers or contractors, that they have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child, OR
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside the academy.

(These are also known as the harm test)

Allegations must not be shared with other staff, parents or learners and should be logged on the agreed MIS platform for reporting concerns .

On receiving an allegation, the Principal and HR have to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

When a person reports an allegation of abuse against a member of staff or volunteer at the academy, which appears to meet the above criteria, the Principal will immediately contact the LA Designated Officer(s) before further action is taken. Where there is any doubt as to whether the criteria have been met the LADO must be informed.

Before contacting the LADO, academies and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the academy or college, or a combination of these.

Where an allegation is made about a supply teacher, whilst the academy is not the employer, they should ensure that all allegations are dealt with properly. In no circumstances should an academy or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. (Refer to the latest version of KCSiE on guidance relating to the management of supply teachers where an allegation has been made. The accused person will be informed of the allegation as soon as possible after the designated officer has been consulted. Appropriate support and a representative will be provided to keep the accused person informed of the progress of the case as appropriate.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the learners or learner concerned
- the need for a full and fair investigation.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place learners or themselves at risk of harm, or of allegations of harm toward a learner. This guidance is contained in the Staff Code of Conduct, and the Staff Handbook/Induction Handbook if the academy has one.

Ceasing to use staff

If the academy ceases to use the services of an accused member of staff (or a Local Governor/ member or volunteer) because they are unsuitable to work with children, a compromise agreement will **not** be used. A

referral to the Disclosure and Barring Service (DBS) will be made. If the staff member is a teacher, a referral may/will be made to both the Disclosure and Barring Service and the Secretary of State via the Teaching Regulations Agency (TRA) **by the academy with the support of the Chief People Officer / Trust Safeguarding Lead / Head of Inclusion if required.** Any such incidents will be followed by a review of the safeguarding procedures within the academy, with a report being presented to the Local Governors and the Trust without delay.

Resignation

If a member of staff (or Local Governor or volunteer) tenders their resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the academy. Resignation will not prevent an investigation or the conclusion of an investigation and may prompt detailed referrals being made to the DBS and/or the TRA.

Criminal Proceedings

The academy will consult with the LA Designated Officer(s) following the conclusion of a criminal investigation as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed.

Record keeping and retention of documentation

If an allegation or concern is not found to have been malicious, the academy/college will retain the records of the case and share information with the individual in line with the academy's or college's disciplinary policy. Notes will be dated and held confidentially on an employee's personnel file for the purpose in which they are intended only and kept in line with GDPR and data protection guidance.

Aldridge Education will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

Substantiated allegations will be referred to in references.

Unsubstantiated allegations will not normally be referred to in references requests, but if the Principal is explicitly requested, s/he will seek the advice of the LA Designated Officer(s) before responding to the request.

Malicious and unsubstantiated allegations made by students/learners

Where an allegation by a student/learner is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the academy's behaviour policy. The LA Designated Officer(s) will refer the matter to children's social care to determine whether the child is in need of services, or to consider if the child might have been abused by someone else. Academies may choose to note this malicious allegation on the student's/learner's record for information only, where a pattern of malicious referrals might be made. (See latest KCSIE guidance on unsubstantiated, unfounded, false or malicious allegations,). Malicious and unsubstantiated allegations made by learners may be a cry for help and should be treated as such by the academy.

Low Level Concerns about staff behaviour

Concerns may be graded low level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over-friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating learners.

Academies should ensure that all staff are clear about what low-level concerns are and why it is important that such concerns are shared.

If the concern has been raised via a third party, the Principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern unless it has been raised anonymously
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

The academy will work to ensure a culture of openness, trust and transparency so staff feel encouraged and feel confident about what appropriate behaviour is, about confidentially sharing low level concerns, addressing unprofessional behaviour and/or are able to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be reported to the DSL (who will inform the Principal) or the Chief Executive Officer (if about the Principal) and should be recorded in writing, (see latest KCSIE guidance on sharing low level concers) including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken.

(if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)*

The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL (and it should be explained to staff how they will work together in the process/procedure for confidentially sharing low-level concerns.

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Academies should retain such information in line with Managing Allegations against Staff policy.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If there is any doubt about the low-level concern and whether it meets the threshold or not the academy should contact the LADO.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

If the records' review identifies that there are wider cultural issues within the academy that enabled the behaviour to occur, we will review/revise our policies or processes or deliver extra training to minimise the risk of it happening again.

Whistleblowing

All staff are required to report to the Principal, or the Chief Executive Officer in their absence, any concern or allegations about academy practices or the behaviour of colleagues which are likely to put learners at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Concerns regarding the Principal must be made to the Chief Executive Officer; concerns about national team staff to the Chief People Officer and concerns about the Chief Executive Officer to the Chair of the Board of Trustees. Any of these persons can take advice from the LADO as required.

If you feel unable to raise any concerns internally or have worries about the way your disclosure is being handled by us, you can contact the Local Authority and or the Police, or the NSPCC whistleblowing advice line on 0800 028 0285 – 8:00 AM to 8:00 PM, Monday to Friday or email: help@nspcc.org.uk. Alternatively, you

can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

More information about whistleblowing can be found within the Whistleblowing Policy or at https://www.gov.uk/whistleblowing

Safer Recruitment

To ensure that children are protected whilst at this academy, we will ensure that our staff and volunteers are carefully selected, screened, supervised and trained.

We accept that it is our responsibility to follow government guidance regarding safer recruitment.

We will ensure that the checks will be made in conjunction with the relevant agencies including the Teaching Regulation Agency (TRA), the Disclosure and Barring Service (DBS) and the Home Office.

The checks include:

- identity, including name and current address
- right to work in the UK
- qualifications
- police checks through the DBS (free for volunteers)
- children's barred list
- overseas checks
- references (in accordance with the Safer Recruitment Policy)
- medical fitness
- prohibition from teaching
- prohibition from management (where applicable to the role)
- relevant criminal records checks/ professional standing letter from professional regulating authority in the country in which the applicant has worked, for overseas applicants
- Childcare (Disqualification) Regulations 2009 (for staff member but not "disqualification by association)
- online search on shortlisted candidates – please refer to the Safer Recruitment Policy regarding the protocol for this search.

These checks will be made in accordance with the Safer Recruitment Policy. They will be made in accordance with the role applied for.

For overseas checks post EU exit 1st January 2021, see KCSiE Part 3 and https://www.gov.uk/guidance/recruit-teachers-from-overseas.

All checks made will be recorded on the academy's Single Central Record (also known as the Register) in line with the guidance. Any other checks (medical, references) are not necessarily required to be recorded but may be at the discretion of the organisation. All the checks however must be maintained in the staff personnel files and appropriately recorded as being so (e.g., on a staff personnel file checklist).

Checks for Professional Visitors, such as social workers, CAMHS workers, school nurses, etc, will be conducted by the respective Local Authority (LA) employer and a letter of assurance provided by the LA to the academy to evidence that the appropriate Safer Recruitment and DBS checks have been completed in line with KCSiE. Copies of these letters will be held centrally by the Principal and HR Partner and requested from other LAs who send professionals to visit learners on site.

Records of these checks will not be requested, held or recorded on the SCR by the academy, as per, para 306 of KCSiE, however employee photographic ID (staff ID badge) will always be requested to be seen when the professional attends site.

Full details of our safer recruitment procedures are set out in the academy's Safer Recruitment Policy.

E-Safety / Online Safety at home

We recognise that technology is a significant component of many safeguarding and wellbeing issues and can provide the platform for harmful and inappropriate online material. We endeavour to do everything possible to address this including:

- having robust processes (including filtering and monitoring systems) in place to ensure the online safety of learners, staff, volunteers and governors
- protecting and educating the whole academy community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- setting clear guidelines for the use of mobile phones for the whole academy community
- establishing clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
-

The areas of risk are categorised into four areas:

- **content:** being exposed to illegal, inappropriate or harmful material such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **contact**: being subjected to harmful online interaction with other users such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

With a view to this, we will ensure that appropriate filters and monitoring systems are in place at the academy to reduce the risk when using the academy's network and regularly review these. We are aware of many children having unlimited and unrestricted access to the Internet via various mobile phone networks. To minimise inappropriate use, as an academy we use the online safety Classroom Cloud filtering program to ensure that any misuse of school based technology and platforms are identified and can be responded to staff, pupils and parents are made aware of this system and how it is monitored and responded to throughout the day. This system is due to be upgraded to Lightspeed in line with all other Aldridge institutions during the 25/26 academic year

Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, learners and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

UTC Warrington recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard learners. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose learners to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

UTC Warrington will treat any use of AI to access harmful content or bully learners in line with this policy and our [E-Safety and Behaviour policies.

Staff must only use AI tools from the Trust's Approved AI Tools List. Any new tool must go through the Trust's Change Request process so all risks (safeguarding, cost, cybersecurity, data, and compliance) can be evaluated before use. Use of AI is also subject to the Trust's filtering and monitoring requirements, in line with Keeping Children Safe in Education.

(Further advice for appropriateness of filters, including for Prevent duty, can be found in the latest version of KCSiE , Online Safety section - filtering and monitoring and *UKSIC: appropriate filtering and monitoring)*.

We will also ensure that:

Learners and students are taught about safeguarding, including online safety in academy and when online at home ensuring they are aware of how to report anything deemed inappropriate.

Parents are educated about online safety through the academy website, academy communications and parents' evenings ensuring they are aware of how to report anything deemed inappropriate. We will reinforce the importance of online safety making parents aware of what we ask children to do online e.g. sites they need to visit or who they will be interacting with online.

Staff are trained annually on safe internet use and online safeguarding issues (e.g., cyberbullying, online radicalisation).

Safeguarding and remote education - GOV.UK (www.gov.uk)

Full details are set out in the Trust **E-Safety Policy** and in the government guidance document Teaching online safety in academy, June 2019.

The latest version of KCSiE - section on remote education and Annex B refer. Additional advice and support for Online Safety within the latest version of KCSiE contains full guidance, support, information and resources to support academy, DSL and leadership teams in this area.

Mobile phones and cameras

Staff are allowed to bring their personal phones to the academy for their own use but will limit such use to non-contact time when learners are not present. Staff may make use of their personal mobile phones for Aldridge Education Business in accordance with the Acceptable Use Policy.

Staff will not take pictures or recordings of learners on their personal phones or cameras.

We will follow the UK General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the academy. Please refer to the Data Protection Policy.

Note: it is a requirement for early years providers to cover the use of mobile phones and cameras in their safeguarding policy. For other settings, we as a Trust choose to provide guidance on this subject.

The academy behaviour policy makes it clear that staff/learners/learners/parents/carers should not use mobile phones to record meetings or conversations without the consent of all parties.

Record Keeping

We will hold records in line with our Records Retention Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing and this is likely to include electronic records. Records will be utilised to help and enable the safeguarding team to understand better about child protection issues for individual learners and groups. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will 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.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the academy.

If a child for whom the academy has, or has had, safeguarding concerns moves to another academy, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main learner file.

To allow the new academy/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- the first 5 days of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving academy and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Concerns and referrals will be kept in a separate child protection file for each child.

All safeguarding concerns and documentation will be logged and stored on CPOMS (Child Protection Management System)

- Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their Safeguarding information is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Training

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding partnership, national guidance/initiatives and will have regard to the Teachers' Standards. The mandatory training for staff is the child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), the children missing education guidance and the role and identity of the DSL and the deputy DSLs. Staff are expected to have read these documents.

The DSL will plan the training cycle so that it covers all aspects of child protection and safeguarding according to the academy's contextual needs and in line with the whole-Trust safeguarding approach and training content overview.

All staff will have training on online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring and this should be updated annually as required. The content of the training will be designed centrally and delivered locally by the DSL or an appropriate member of staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (e.g., through emails, e-bulletins, briefings and staff meetings) as required, but at least annually.

Volunteers, agency/supply staff and contractors working in academy will receive appropriate training.

All staff of the Trust, including Trustees, members of the central team, Safeguarding Lead and Education Directors will undertake training relevant to their roles and responsibilities.

The DSL and [deputy/deputies]

The DSL and **[deputy/deputies]** will undertake child protection and safeguarding training at least every two years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Trustees and Local Governing Committee Members

All Trustees and Local Governors will receive training about safeguarding and child protection (including online) at induction, which is updated regularly, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge. It is also so that they can be assured that safeguarding policies and procedures are effective and support the academy to deliver a robust whole-academy approach to safeguarding

Staff who have contact with learners and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Prevention

We recognise that the academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The academy will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- include regular consultation with children, e.g., through safety questionnaires, participation in anti-bullying initiatives, participation in the UNICEF Rights Respecting Schools Award or other effective ways of teaching children about their rights (United Nations Convention on the Rights of the Child)
- encourage self-esteem and self-assertiveness, through the curriculum as well as relationships, whilst not condoning aggression or bullying
- promote a caring, safe and positive environment within the academy
- liaise and work together with all other support services and those agencies involved in the safeguarding of children
- support families through Early Help initiatives
- provide explicit teaching on safeguarding, equalities and British Values, which is mapped throughout the curriculum
- provide specific teaching on Relationships Education, Relationships and Sex Education and Health Education as outlined by the government requirements making this compulsory in September 2020 and updated in July 2025 with additional content for schools and colleges to implement by September 2026 - RSHE statutory guidance

(See Public Health England: Rise Above for resources and latest KCSiE guidance - Opportunities to teach safeguarding

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the academy are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in the light of the following academy's policies and procedures:

- Anti-bullying procedures (see Behaviour Policy): the academy will also ensure that bullying is identified and dealt with promptly. Sexualised behaviour, or bullying that is homophobic, trans gendered or gender prejudiced in nature, or where there appear to be links to domestic abuse in the family home will be addressed via local child protection procedures. Concerns about forced marriage and honour-based abuse will be addressed via local child protection procedures
- Staff Safer Recruitment Policy
- Staff Code of Conduct
- Racist & Discriminatory Incidents
- Data Protection Policy
- Behaviour Policy (including rewards and sanctions, and the use of exclusion) and the academy rules
- Health and Safety Policy
- Physical intervention/Restraints
- Managing Allegations Against Staff Policy
- Young Carers Considerations
- Looked-After Children Considerations
- Attendance Policy
- Harmful Sexual Behaviour Policy (Appendix 2 Child Protection and Safeguarding Policy)
- Prevent Policy (Appendix 3 Child Protection and Safeguarding Policy)
- E-Safety Policy
- Curriculum Policy
- AI protocol

So that any harm caused by other learners can be minimised, we will pay particular attention to:

- Personal, Social and Health Education, Relationships Education and Relationships and Sex Education: child protection issues will be addressed through the curriculum as appropriate. Further details can be found in Relationships and Sex Education Policy.

Alternative Provision

Where an academy places a learner with an alternative provision provider, the academy continues to be responsible for the safeguarding of that learner and should be satisfied that the provider meets the needs of the learner. (refer to the latest version of KCSIE Alternative Provision section)

Academies should obtain written confirmation from the alternative provider that appropriate safer recruitment checks have been carried out on individuals working at the establishment, i.e., those checks that the academy would otherwise perform in respect of its own and agency staff.

Adults who supervise children on work experience

Academies organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.

Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the academy will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person and receive confirmation in writing.

Academies are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as an academy or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. (DBS checks cannot be requested for children/young people under the age of 16).

Children staying with host families (homestay)

Academies occasionally make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related i.e., as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements (see Annex D of the latest version of KCSIE for further details).

Academies should:

- consider the suitability of the adults in the host families
- obtain a DBS enhanced certificate with barred list information for any adults in the host home. (Where these are volunteer hosts, the check can be obtained free of charge by the academy).

NB: Where there are 16-18-year-olds also living in the house, academies can obtain an enhanced DBS check for these but cannot request a Barred list check.

Where academies arrange overseas homestays for their own students, they should liaise with their partner schools/academies abroad to establish a shared understanding of the arrangements in place before and during the visit. They should be satisfied that the arrangements are appropriate and sufficient to safeguard their learners. The academy retains the safeguarding responsibility for their students.

Where 'homestays' extend to 28 days or more for a child aged under 16 (under 18 if the child has disabilities) this may amount to 'private fostering' (Children's Act 1989) and must be treated accordingly.

Private fostering – LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of academy staff through the normal course of their interaction, and promotion of learning activities, with children.

Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements.

The academy must be clear who has parental responsibility.

The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their legal duty to inform the LA at least six weeks prior to the arrangement starting (it is a criminal offence not to do so).

The academy itself has a mandatory duty to inform the local authority of the private fostering arrangements, and thus allow the local authority to check that the arrangement is suitable and safe for the child.

Privately fostered children are a potentially vulnerable group who should be monitored by the LA especially if they have come from another country or could be affected by abuse, neglect, trafficking, CSE or modern-day slavery.

(A comprehensive guidance on the circumstances in which private fostering may arise can be found at DfE statutory guidance *Children Act 1989 Private fostering*).

NSPCC

- the academy will clearly advertise the NSPCC contact and Child Line details with a statement about their statutory powers to take action to safeguard children
- the academy will clearly advertise the NSPCC dedicated helpline for reporting concerns/ suspicions regarding Female Genital Mutilation (FGM) and Gangs
- the academy will clearly advertise the NSPCC Whistleblowing advice line which provides free advice for professionals who wish to raise concerns about how child or young adult protection issues are being handled in their own or other organisations.

Academy Premises

The academy will take all practicable steps to ensure that academy premises are as secure as circumstances permit, conducting regular risk assessments and maintaining a log of risk assessments, and other health and safety checks. All reportable incidents will be reported to the Trust promptly and health and safety processes followed.

Visitors and parents are not allowed into academy buildings without a visitor's badge and will be accompanied by a member of staff whilst inside the building(s). Visitors wishing to enter a academy building must sign in on arrival and sign out again on departure. Un-badged and unaccompanied visitors inside buildings will be challenged by a member of staff and escorted to the office to complete the signing-in procedures. Those visiting the academy site to collect or drop off children or to watch matches or concerts are restricted to appropriate areas and will be directed as to which locations are available to them.

Academies will check the identity of all new agency staff on arrival (by requesting photo id) and ensure the person presenting themselves for work is the same person that the agency has provided vetting checks for.

Before and after school activities

Where permission has been given for the use of academies premises to bodies (such as sports clubs) to provide out-of-school-hours activities, Aldridge Education expects that it will ensure that these bodies have appropriate Child Protection and Safeguarding policies and procedures (including appropriate police checks) and that there are arrangements in place to link with the academy on such matters. Such considerations will be made explicit in any contract or service level agreement with these bodies.

Contracted services

Where the academy contracts its services to outside providers, Aldridge Education expects that it will ensure that these providers have appropriate Child Protection and Safeguarding policies and procedures, and that there are arrangements in place to link with the academy on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider. (See also the **Trust Safer Recruitment Policy**).

Lettings

As part of the academy's letting procedures, all reasonable checks will be made to ensure hirers will not be using the academy premises to promote any extremist views. The academy will follow guidance set out in Tackling Extremism and Anti-Radicalisation (Prevent) and Letting policies.

The academy will follow safeguarding procedures and inform the LADO if there is an allegation of an incident happening while an individual or organisation is using the academy premises to run activities for children.

Monitoring and evaluation of safeguarding procedures

Any serious child protection incidents at the academy will be followed by a review of the safeguarding procedures within the academy and a prompt report to the Chief Executive Officer and the Chair of Trustees. In addition, the DSL will monitor the operation of this policy and its procedures and will make a termly report to the Local Governing Committee and termly reports to the Trust.

The Trust will undertake an annual review of this policy and how their duties under it have been discharged. They will ensure that any deficiencies or weaknesses with regard to child protection arrangements at any time are remedied or reported without delay.

Prior to any review of the policy, feedback will be sought from Central Trust Team, Safeguarding Leads, Principals, school council, learners, staff and parents on the effectiveness of the policy.

The Trust will undertake an annual safeguarding review to monitor policy into practice. The findings will be shared with the Trustees, the Chief Executive Officer, the Trust Safeguarding Lead/ Head of Inclusion and the academies. The Trust will ensure, through the Chief Executive Officer, that all actions arising from the review are addressed appropriately and in a timely manner.

Staff should receive training on how to identify vulnerable learners and understand that there may be additional safeguarding vulnerabilities for learners with SEN and disabilities (SEND), and certain health conditions and how those barriers can be overcome. *Safeguarding disabled children, practice guidance 2009*.

Additional Safeguarding information

There are four appendices attached to this policy which supplement the information in this policy, they are:

- Appendix 1: Allegations made against another learner child-on-child abuse
- Appendix 2: Harmful Sexual Behaviour Policy
- Appendix 3: Prevent Policy
- Appendix 4: Documents used to report, record and refer.

Links with other policies

This policy links to the following policies and procedures:

- Anti-bullying Policy
- Attendance Policy
- AI protocol
- Behaviour Policy (which includes Positive handling)
- Complaints Policy
- Curriculum & PSHE and RSE
- Data Protection Policy
- Educational Visits Policy
- E-safety Policy
- Exclusions Policy
- First aid and Medicines Policy
- Harmful Sexual Behaviour Policy (Appendix 2 Child Protection and Safeguarding Policy)
- Health and Safety Policy
- Induction Procedure
- Information Security Policy
- Managing Allegations against staff Policy
- Learner Mental Health and Wellbeing Policy (Appendix 4 Child Protection and Safeguarding Policy)
- Prevent Policy (Appendix 3 Child Protection and Safeguarding Policy)
- Privacy notices
- Risk Assessment Policy
- Safer Recruitment
- SEND Policy
- Staff code of conduct
- Whistleblowing

Additional Contact Information

NSPCC helplines

Main contact: 0808 800 5000 (help@nspcc.org.uk)
ChildLine: 0800 1111
FGM direct line: 0800 028 3550
Gangs direct line: 0808 800 5000
Whistleblowing advice line: 0800 028 0285

Forced Marriage Unit

020 70080151 (fmu@fco.gov.uk)

Tackling Extremism and Radicalisation (Prevent)

counter.extremism@education.gsi.gov.uk

020 7340 7264

Online safety support

CEOP - https://www.ceop.police.uk/Safety-Centre/

UK Safer Internet Centre - https://saferinternet.org.uk/

Internet Watch Foundation - https://www.iwf.org.uk/

Childnet - https://www.childnet.com/

Types of abuse, neglect and exploitation (see latest version of KCSiE (Part 1)

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Physical abuse 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying.), causing children frequently to feel frightened or in danger
- exploitation or corruption of children including CSE/CCE
- psychological abuse including radicalisation
- so-called 'honour-based' abuse used to control behaviour within families to protect perceived cultural or religious beliefs or honour, including forced marriage and FGM.

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.
- 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)
- female genital mutilation (FGM)
- child Sexual Exploitation (CSE)
- forced marriages.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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 caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further safeguarding information

Mental Health

Where staff have any concerns about the mental health and wellbeing of learners, they must refer to Appendix 4 of this policy that is a specific statement about the mental health and wellbeing of learners.

All UTCW academies have identified staff who are trained in responding to mental health concerns. At UTC Warrington we have a dedicated Mental Health Lead, Mr Phillip Hilton. All concerns about a child's mental health will be shared with the mental health lead who will decide how to respond. This may be through direct support from school or referral to external avenues of support like KOOTH or CAMHS. If the concern around mental health is also a concern around safeguarding then the DSL or Safeguarding Officer must be informed.

Children who are absent from education

A child being absent from education, particularly repeatedly, is a potential indicator of abuse or neglect and may also raise concerns about other safeguarding issues; such children are at risk of being victims of harm, sexual and criminal exploitation or radicalisation and to help prevent the risks of going missing in future.

There are many circumstances where a child may be absent from education, but some children are particularly at risk. These include children who:

- are at risk of harm, exploitation or neglect
- come from Gypsy, Roma, or Traveller families
- come from the families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- cease to attend a school
- come from new migrant families.

In response to the guidance in Keeping Children Safe in Education the academy has:

- staff who understand what to do when children do not attend regularly
- appropriate policies, procedures and responses for learners with unauthorised absence and/or who are absent from education (especially on repeat occasions)
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- procedures to inform the local authority when we plan to take learners off-roll when they:
    - leave school to be home educated
    - move away from the academy's location
    - remain medically unfit beyond compulsory school age
    - are in custody for four months or more (and will not return to school afterwards)
    - are permanently excluded.

We will ensure that learners who are expected to attend the academy but fail to take up the place will be referred to the local authority.

When a learner leaves the academy, we will record the name of the learner's new academy and their expected start date.

The academy will follow up with parents/carers where learners are not at school and thus need to ensure they have provided two up to date contact numbers The academy will inform the local authority if a child leaves the academy without a new school being named and adhering to requirements with respect to sharing information

with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

See attendance policy, DfE: *Children missing education: statutory guidance for local authorities*, Sept 2016

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child (male or female) into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Staff should be aware of the indicators of and range of risk factors for CSE, CCE, Gang involvement and County Lines, as they may signal that children are at risk from or are involved with serious violent crime.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can also involve humiliating and degrading sexual assaults but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- appearing with unexplained gifts or new possessions e.g., Money, clothes, mobile phones etc
- associating with other young people involved in exploitation
- relationships with controlling or significantly older individuals or groups, (having older boyfriends or girlfriends)
- isolation from peers/social networks
- excessive receipt of texts/phone calls (unknown adults or peers)
- concerning use of internet or other social media
- suffering from sexually transmitted infections or becoming pregnant
- displaying inappropriate sexualised behaviour
- evidence or suspicions of physical or sexual assault

- suffering from changes in emotional wellbeing, including self-harm
- increasing secretiveness around behaviours
- misusing drugs and/or alcohol
- going missing for periods of time, or regularly coming home late
- regularly missing school or education, or not taking part in education.

Potential vulnerabilities

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

- having a prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (or parental substance misuse, mental health issues or criminality, for example)
- recent bereavement or loss
- social isolation or social difficulties
- absence of a safe environment to explore sexuality
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other children and young people who are being sexually exploited
- family members or other connections involved in adult sex work
- having a physical or learning disability
- being in care (particularly those in residential care and those with interrupted care histories)
- sexual identity.

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

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Indicators of criminal exploitation can include a child:

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs and alcohol
- missing for periods of time or regularly come home late
- regularly missing school or education or who do not take part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. (See the latest version of KCSIE - Annex B)

County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

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

Indicators of criminal exploitation can include a child missing from education or home for periods of time.

If a member of staff suspects involvement in county lines, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team, the police and relevant support agencies, if appropriate. (See the latest version of KCSIE - Annex B)

Domestic Abuse

The Domestic Abuse Act April 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services)
- psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

For secondary schools: older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and affect their health, wellbeing,

development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the academy has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children

SafeLives: young people and domestic abuse

FGM

FGM, as defined in the earlier section of this document , typically takes place between birth and around 15 years old; although it is believed that the majority of cases happen between the ages of 5 and 8 years old.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

The FGM section earlier in this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a learner is at risk of FGM.

Indicators that FGM has already occurred include:

- a learner confiding in a professional that FGM has taken place
- a mother/family member disclosing that FGM has been carried out
- a family/learner already being known to social services in relation to other safeguarding issues
- a girl:
    - having difficulty walking, sitting or standing, or looking uncomfortable
    - finding it hard to sit still for long periods of time (where this was not a problem previously)
    - spending longer than normal in the bathroom or toilet due to difficulties urinating
    - having frequent urinary, menstrual or stomach problems
    - avoiding physical exercise or missing PE
    - being repeatedly absent from school or absent for a prolonged period
    - demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

- being reluctant to undergo any medical examinations
- asking for help, but not being explicit about the problem
- talking about pain or discomfort between her legs.

Potential signs that a learner may be at risk of FGM include:

- the girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- a parent or family member expressing concern that FGM may be carried out
- a family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - having a mother, older sibling or cousin who has undergone FGM
    - having limited level of integration within UK society
    - confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
    - talking about a long holiday to her country of origin, including visiting a family elder, or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
    - being withdrawn from PSHE or similar.
    - requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
    - being unexpectedly absent from school
    - having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

So-called 'honour-based abuse' (HBA)

This encompasses incidents or crimes, which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where abuse, 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

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

The DSL will:

- speak to the learner 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 learner to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate.

Preventing radicalisation

Please refer to the Prevent Policy in Appendix 3.

The DSL and Principal will promote the Trust Prevent Policy in the academy.

Sexual violence and sexual harassment between children in schools, including allegations of abuse made against another learner child-on-child abuse, (previously peer on peer)

Please refer to Allegations of abuse made against another learner child-on-child abuse, (previously peer-on-peer) Appendix 1, and to the Harmful Sexual Behaviour Policy in Appendix 2.

The DSL and Principal will promote the Harmful Sexual Behaviour Policy.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- increased absence from school
- change in friendships or relationships with older individuals or groups
- significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

Risk factors which increase the likelihood of involvement in serious violence include:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a learner being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the academy who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- will be asked to show their DBS certificate, which will be checked alongside their photo ID, or
- the organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate).

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the academy any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using academy facilities is not seeking to disseminate extremist views or radicalise learners or staff.

Non-collection of children

If a child is not collected at the end of a session/day, the following procedure will be followed:

1. The child will remain under the supervision of a suitably qualified member of staff and will be reassured and cared for at all times.
2. Staff will attempt to contact the parent/carer using all telephone numbers provided on the child's registration form.
3. If the parent/carer cannot be contacted, staff will contact the child's authorised emergency contacts and request that they collect the child.
4. A minimum of two members of staff will remain with the child until they are collected.
5. If no contact can be made with the parent/carer or emergency contacts within one hour of the agreed collection time, or if there are concerns for the child's welfare, the setting manager/designated safeguarding lead will contact the local authority children's social care team for advice and follow their guidance.
6. Under no circumstances will a child be released to an unauthorised person.
7. A full written record of the incident will be completed, including:
    a. The child's name.
    b. Date and time of the incident.
    c. Attempts made to contact parents/carers and emergency contacts.
    d. Names of staff involved.
    e. Actions taken and the outcome.
8. The incident record will be retained in accordance with the setting's record-keeping procedures and reviewed to identify whether any further action is required.

Missing learners

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

Immediate Actions (First 10 minutes)

1. Raise the alarm

- Inform the designated safeguarding lead (DSL) or deputy immediately
- Note the exact time the child was last seen and by whom
- Gather basic information: child's name, age, description of clothing, any known medical conditions

2. Conduct initial search

- Search the immediate area thoroughly
- Check all accessible rooms, toilets, storage areas, and outdoor spaces
- Assign staff to specific search zones to avoid duplication
- Keep other pupils calm and supervised

3. Check registers and known locations

- Verify the child's expected location from the timetable/register
- Check if the child has permission to be elsewhere

- Contact parents/carers to check if the child has gone home

Extended Actions (10-20 minutes)

4. Expand the search

- Widen the search area beyond the school premises if appropriate
- Check CCTV footage if available
- Ask other pupils (discreetly) when they last saw the missing child

5. Inform key people

- Contact parents/carers if not already done
- Inform the Principal
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) Keeping Children Safe in Education - contact the child's social worker if applicable

6. Contact emergency services

- If early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future Keeping Children Safe in Education, the DSL should contact the police without delay
- Provide full details: child's description, photograph, circumstances of disappearance, any safeguarding concerns

Record Keeping

7. Document everything

- Record timeline of events
- Note who was informed and when
- Document search activities undertaken
- Keep records of all decisions made

The designated safeguarding lead should be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions Keeping Children Safe in Education.

After the Child is Found

8. Ensure immediate welfare

- Check the child is physically well
- Provide appropriate care and reassurance
- Seek medical attention if needed

9. Investigate and learn

- Speak with the child (age-appropriately) about what happened
- It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures Keeping Children Safe in Education
- Consider whether this indicates any safeguarding concerns
- Review procedures and identify any improvements needed

10. Follow-up actions

- Debrief with staff involved
- Update risk assessments if necessary
- Consider referral to children's social care if safeguarding concerns identified
- Document lessons learned

Key Contacts

Ensure all staff know how to contact:

- Designated Safeguarding Lead: Paul Rigby
- Deputy DSL: Phillip Hilton **07387883496**
- Headteacher: Chris Hatherall
- Local authority children's social care: 01925 443126
- Police: 999 (emergency) or 101 (non-emergency)

Sharing of nude and semi-nude images and/or videos and/or live stream ('sexting' or youth produced sexual imagery)

Your responsibilities when responding to an incident

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- view, copy, print, share, store or save the imagery yourself, or ask a learner to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- delete the imagery or ask the learner to delete it
- ask the learner(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- share information about the incident with other members of staff, the learner(s) it involves or their, or other, parents and/or carers
- say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the learner(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate academy staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- whether there is an immediate risk to learner(s)
- if a referral needs to be made to the police and/or children's social care
- if it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- what further information is required to decide on the best response
- whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- whether immediate action should be taken to delete or remove images or videos from devices or online services
- any relevant facts about the learners involved which would influence risk assessment
- if there is a need to contact another school, college, setting or individual
- whether to contact parents or carers of the learners involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- what the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- the imagery involves sexual acts and any learner in the images or videos is under 13
- the DSL has reason to believe a learner is at immediate risk of harm owing to the sharing of nude and semi-nude images and/or videos (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the learners involved (if appropriate).

If at any point in the process there is a concern that a learner has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the learner at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through calling 999 (emergency) 101 (non emergency) or contacted our Police School Liaison Officer paula.matthews@cheshire.police.uk

Recording incidents

All incidents of sharing of nude and semi-nude images and/or videos, and the decisions made in responding to them, will be recorded in line with the academy's record-keeping arrangements.

Curriculum coverage

Learners are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our [relationships education / relationships and sex education – delete as applicable] and computing programmes. Teaching covers the following in relation to the sharing of nude and semi-nude images and/or videos:

- what it is

- how it is most likely to be encountered
- the consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- issues of legality
- the risk of damage to people's feelings and reputation.

Learners also learn the strategies and skills needed to manage:

- specific requests or pressure to provide (or forward) such images
- the receipt of such images

This policy on the sharing of nude and semi-nude images and/or videos is also shared with learners so they are aware of the processes the academy will follow in the event of an incident.

Assessing adult-involved nude and semi-nude sharing incidents

This section is based on annex A of the UK Council of Internet Safety's advice for education settings.

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images
-

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organized crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person
-

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. This offence come under the Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim.

Appendix 1: Allegations of abuse made against another learner child-on-child abuse, (previously peer on peer)

All staff should be aware that children are capable of abusing other children, should be able to identify this, be aware of the importance of their role in preventing it and know how to respond where they feel a child may be at risk. They must know to act on any concerns immediately and speak to the DSL without delay.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for learners.

We recognise that the abuse can happen in or out of academy, face-to-face or online and can occur simultaneously between the 2; that it is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously

Most cases of learners hurting other learners will be dealt with under our academy's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

Further guidance is given about child-on-child sexual violence and sexual harassment below and in the separate policy entitled Harmful Sexual Behaviour (Appendix 2):

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which includes hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos and/or live streams (also/previously known as sexting or youth produced sexual imagery) (see Appendix 2)
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause their victim humiliation, distress or alarm. This is a criminal offence thus there is a duty to report to the police
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Further support can be found in UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes advice for education settings working with children and young people (December 2020)

If a learner makes an allegation of abuse against another learner:

- you must tell the DSL and record the allegation, but do not investigate it
- the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- the DSL will put a risk assessment and support plan into place for all children involved – the victim(s), the child(ren) against whom the allegation has been made and any other children affected by child-on-child abuse – with a named person they can talk to if needed, aware there may be physical and mental health implications requiring further support as well as signposting for additional support. This will include considering academy transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

- the DSL will take the lead role in any disciplining of the alleged perpetrator(s). Academy will provide support at the same time as taking any disciplinary action
- if the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation
- 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 our academy 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, considering 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

(See latest version of KCSiE for further detail)

- the DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- If a victim asks the academy not to tell anyone about the sexual violence or sexual harassment:
- there's no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- the DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- the DSL should consider that: parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Add in further details here depending on the academy's procedures for recording, investigating and dealing with allegations, and supporting victims, perpetrators and any other children affected.
- We will create a supportive environment in academy and minimise the risk of child-on-child abuse by:
- being proactive with action to minimise the risk of child-on-child abuse, and creating a supportive environment where victims feel confident in reporting incidents
- challenging any form of derogatory or sexualised language or behaviour between peers including requesting or sending sexual images
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female learners, and initiation or hazing type violence with respect to boys; listening for conversations; being observant about any behavioural changes
- ensuring our curriculum helps to educate learners about appropriate behaviour and consent
- ensuring learners know they can talk to staff confidently and confidentially by [insert your procedures for making learners aware of this here, including that they know their concerns will be treated seriously]

- being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum; or could reflect wider issues in the local area that should be shared with safeguarding partners
- supporting children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- ensuring staff are trained to understand that a learner 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
- dealing with any child-on-child abuse in a timely manner

Appendix 2: Harmful Sexual Behaviour

Introduction

This Harmful Sexual Behaviour policy requires that:

Staff **must** read the CP and Safeguarding policy and as a minimum at least Part 1 of the most recent version of Keeping Children Safe in Education

UTC Warrington references the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016)

All staff members are to be informed of how to access this policy, as well as the CP and Safeguarding policy and procedures and the academy's Behaviour Policy together with advice from their Local Authority Safeguarding Partnership

All staff members must be kept up to date with any relevant developments about harmful sexual behaviours

All staff have had training about harmful sexual behaviours

Context

This policy has been developed in accordance with the principles established by the updated Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- What to do if you are worried a child is being abused
- Information Sharing Advice for practitioners DFE
- Safer Working Practice for Adults Who Work with Children and Young People in Education Settings
- Relationships education, relationships and sex education (RSE) and health education
- 'Early years' foundation stage statutory framework (EYFS)
- Inspecting safeguarding in early years, education and skills settings

Similarly, we have a duty to safeguard vulnerable adults in our adult learning settings and to ensure that our standards of safeguarding never fall below the practice set out in the documents above, whatever the setting.

Definition of Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and is defined as **harmful sexual behaviour** (HSB). HSB can occur online and/or face to face and can also occur simultaneously between the two.

Sexual behaviour between children can be considered harmful if one of the children is;

much older, particularly if there is more than two years' difference - however, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child has a disability or is smaller in stature

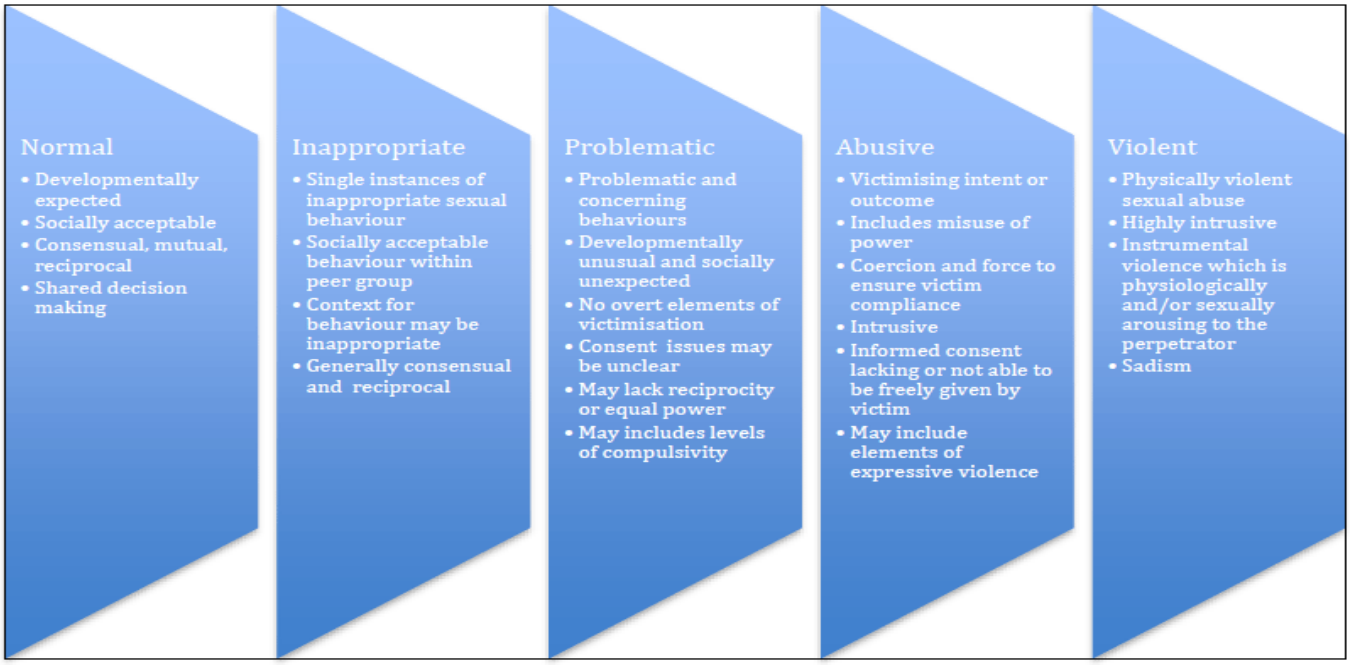
if one of the children is pre-pubescent and the other is not

HSB involves a child engaging in discussions or acts that are inappropriate for their age or stage of development, whether online or offline. It includes sexualised language or role play, viewing pornography, sexual harassment and sexual violence. It also includes 'sexting' or 'youth produced sexual imagery', whereby a sexually explicit text, image or video is sent or received. It is a criminal offence to take, possess or distribute sexual content of anyone under 18 years of age.

Ways in which Harmful Sexual Behaviour happens

When defining harmful sexual behaviours and those that are 'normal' and age appropriate, the following continuum is used (Simon Hackett, 2014) and has been used as part of this policy: -

Sexual behaviours across a continuum



Simon Hackett (2014) "Children and Young People with Harmful Sexual Behaviours"

Other behaviours

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of the continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

is socially acceptable,
involves a single incident or has occurred over a period of time,
is socially acceptable within the peer group,
is problematic and concerning,
involves any overt elements of victimisation or discrimination e.g., related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability,
involves an element of coercion or pre-planning,
involves a power imbalance between the child/ children allegedly responsible for the behaviour and the child/children allegedly the subject of that power and involves a misuse of power.

Harmful Sexual Behaviour usually manifests as one, or a combination, of the following:

Sexual harassment: unwanted conduct of a sexual nature, which can include sexual comments about another's body, un-wanted physical contact, interfering with clothing, comments about another person's sexual experience, sexual "jokes" or taunting including inuendo, sexual name-calling, sexual gestures.

Online sexual harassment: Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Online abuse can take the form of online grooming, sending or receiving of inappropriate images of children, cyber bullying, Revenge Porn and stalking.

Youth produced sexual imagery: Creating or sharing explicit images of a child (anyone under 18 years of age) is illegal, even if the person doing it is a child. A child or young person is breaking the law if they:

take an explicit photo or video of themselves or a friend

share an explicit image or video of a child, even if it's shared between children of the same age

possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created

Sexual violence: rape, assault by penetration or sexual assault, as defined by the Sexual Offences Act 2003. A child under 13 can never consent to sexual activity.

Up-skirting: involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It has been a criminal offence since 2019 and constitutes sexual harassment.

Signs and Indicators

Harmful Sexual Behaviour is a complex issue and will have varied warning signs. However, staff should be alert to the well-being of learners and be aware of the signs and be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Warning signs can include:

- Changes in behaviour or demeanour; for example, a child becoming withdrawn
- Signs of depression or anxiety
- Avoidance of particular individuals
- Unexplained injuries
- Disengaging from classes or struggling to carry out academy related tasks to the standard ordinarily expected
- Sudden development of sexualised behaviour or language
- Exclusion or isolation from peers
- Acts of extreme compliance
- Failing to attend school
- Experiencing difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks Suffering from nightmares or lack of sleep or sleeping too much
- Alcohol or substance misuse
- Changes in appearance and/or starting to act in a way that is not appropriate for the child or young person's age
- Abusive behaviour towards others

Any child can be vulnerable to harmful sexual behaviour due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all learners and take all concerns raised by third parties seriously – ensuring that they are reported.

Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an inappropriate image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family.

Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse, as well as contextual influences, for example;

- Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers and others.
- Girls are more susceptible to being victims of harmful sexual behaviour than boys and this difference may be due to societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological factors.

- Children with Special Educational Needs and/or Disabilities (SEND) are much more likely to be abused than their peers without SEND, and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include assumptions that indicators of possible abuse such as a behaviour, mood and injury relate to a child's presenting need rather than the possibility of them being harmed by others, the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs, which could be due to communication barriers and difficulties.
- Ethnicity, race, religious beliefs and sexual orientation are other indicators why some children are more likely to experience harmful sexual behaviour than others. Studies have also found that black and ethnic minority children are often under-identified as victims and over-identified as perpetrators.
- Boys and young men in gang-affected neighbourhoods.
- Those with a history of abuse within their families.
- Children who are looked-after.
- Those who have experienced loss through bereavement.

Roles and Responsibilities

The Aldridge Education Trust Board

The Aldridge Education Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with child-on-child abuse (previously called peer-on-peer abuse) and safeguarding are discharged. The Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.

Principal

The Principal will ensure that the policies and procedures adopted by the Aldridge Education Trust Board and Local Governing Committee associated with protecting children/learners are fully implemented, understood and followed by all staff and adhered to at all times.

The Principal will ensure that;

They address any culture of abuse, of any form, that may develop

Ensure that a zero-tolerance attitude towards HSB is maintained by all

All staff receive appropriate and regular training on the nature, prevalence and effect of harmful sexual behaviour (HSB), and how to prevent, identify, and respond to it

All staff understand and take seriously all forms of HSB (no matter how 'low level' they may appear) and that no form of it is ever dismissed and all incidents reported

The academy or college maintains up to date records of all sexual related incidents which detail all actions taken and interventions put into place

They consider the academy environment and the implications where reports of sexual violence or sexual harassment have been made and the victim(s) and perpetrator(s) attend UTC Warrington. Immediate consideration will be given regarding the proximity of the victim(s) and alleged perpetrator(s) during lessons and social times

If rape or assault by penetration is reported by a student at UTC Warrington, and the alleged perpetrator(s) also attend the academy or college, all parties will be separated from any classes that they share

Educating children and young people about the nature and prevalence of HSB, positive, responsible and safe use of social media, and the facts about consent, via RSE and the wider curriculum

Ensure learners are taught about what constitutes acceptable behaviour and learn about topics such as healthy and respectful relationships, self-esteem and gender roles

Create conditions in which all learners can aspire to, and realise, safe and healthy relationships fostering a whole-academy culture based on the idea that every member of the UTC Warrington, community is

responsible for building and maintaining safe and positive relationships in which violence and abuse are never acceptable

Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

The DSL will:

Act as the central contact point for all staff to discuss all safeguarding concerns

Respond to cases of HSB promptly and appropriately

Maintain up to date records of all sexual related incidents which detail all actions taken and interventions put into place, so that they can spot and address any concerning trends and identify learners who may be inneed of additional support

Coordinate specific safeguarding actions for individual learners where HSB has been identified, ensuring that this is shared with all relevant external agencies (where applicable)

Liaise with other agencies and professionals in line with 'Working Together to Safeguard Children'

Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, Local Authority referral agencies and the police as necessary

Represent, or ensure the academy or college is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)

Consider the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment

Review the support in place for both victims and perpetrators, including how you protect anonymity where appropriate. Perpetrators may need help to understand the implications of their behaviour

Consider the wider context of both the victim and perpetrator to build a picture of why the abuse or harmful behaviour may be occurring

Liaise with the three local authority safeguarding partners and work with other agencies in line with Working Together to Safeguard Children and the NSPCC – "When to call the police guidance", in order to understand when they should consider calling the police, and what to expect when they do

Ensure all staff access appropriate peer-on-peer abuse training and relevant updates in line with the recommendations within KCSIE

Local Governing Committee (LGC)

The LGC has read and will follow KCSIE and will provide independent advice and oversight to the academy or college.

The LGC has nominated a governor for safeguarding named on the front of this policy. The nominated governor will undertake independent oversight of the academy or college's management of child-on-child abuse, as well as other safeguarding matters.

Members of Staff

All members of staff have a responsibility to:

Ensure that all children and young people are able to develop appropriate strategies to recognise HSB

Report all concerns to the DSL/DDSLs via the academy or college's reporting system

Maintain an attitude of 'it could happen here' where HSB is concerned, and to always act in the best interests of the learner – whether they are the victim or the perpetrator

Respond to and refer any concerns about a learners' behaviour or treatment within the community where it is believed that they are involved in HSB as a victim or a perpetrator

Contribute to a positive environment which allows learners to feel able to share their concerns openly, not be judged, and be listened to

Contribute towards, read and adhering to the academy or college's relevant policies

The welfare and safety of children and young people are the responsibility of all staff at UTC Warrington and ANY concern for their welfare MUST always be reported to the Designated Safeguarding Lead or DDSL.

Children, young people and learners

Children and young people should:

Be encouraged to understand and adhere to (at a level appropriate to their age and ability) the Harmful Sexual Behaviour and child protection policies and procedures

Seek help from a trusted adult if things go wrong, and support others that may be experiencing HSB

Develop and act in a responsible way (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

Parents and Carers

Parents and carers should:

Read the policies and procedures associated with HSB, encouraging their children to adhere to them, and adhering to them themselves where appropriate

Discuss HSB issues with their child/ren, support the academy in their safeguarding approaches, and reinforce appropriate safe behaviours at home

Identify changes in behaviour which could indicate that their child/ren is at risk of, or experiencing HSB– including online

Seek help and support from the academy, college or other appropriate agencies, if they or their child/ren encounters any child-on-child abuse

Responding to concerns or allegations of Harmful Sexual Behaviour

General principles

It is essential that all concerns and allegations of harmful sexual behaviour are handled sensitively, appropriately and promptly in accordance with the CP and Safeguarding policy The way in which they are responded to can have a significant impact on our academy or college environment.

Any response should:

Include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation

Treat all learners involved as being at potential risk – while the child or young person allegedly responsible for the abuse may pose a significant risk of harm to others, they may also have considerable unmet needs and be at risk of harm themselves. UTC Warrington will ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning may be required for the latter

Take into account that the behaviour may indicate wider safeguarding concerns for any of the learners involved, and consider and address the effect of wider sociocultural contexts – such as their peer group (both

within and outside of academy or college); family; the academy or college environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence

Consider what changes may need to be made to these contexts to address the learners' needs and to mitigate risk

Ensure that the DSL assesses the suitability of discussing the action steps with the learners' involved and their and their parent or carers (unless it is considered unsafe to do so or an immediate referral needs to be made to children's social care) in order to obtain consent to any referral before it is made

Manage the learners' expectations about information sharing, and keep them and their parent/carers informed of developments, where appropriate and safe to do so

Take into account the wishes of any learner who has allegedly been abused, and give them as much control as is reasonably possible over decisions regarding how any investigation will be progressed, and how they will be supported

Multi-agency working and safeguarding partnership arrangements

UTC Warrington recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (Working Together to Safeguard Children). The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

Manage internally with help from external specialists where appropriate and possible: Where the alleged behaviour is abusive or violent, a referral to children's social care will need to be made. Where the behaviour between learners is 'inappropriate' or 'problematic' – as per the harmful behaviours continuum - and support from local agencies is not available, academy or college may need to handle concerns or allegations internally. In these cases, UTC Warrington will engage and seek advice from external specialists.

Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family:

These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.

Refer the learner to children's social care for a section 17/47 statutory assessment:

Where a learner is suffering, or is likely to suffer from harm, a referral to children's social care (and, if appropriate, a report to the police) needs to be made immediately to the local authority where learner lives. This needs to be done for both the victim and the alleged perpetrator. Depending on the safeguarding procedures issued by the Local Safeguarding Partnership in that area, there will normally be an initial review and assessment of the referral, in accordance with that area's assessment framework

Report alleged criminal behaviour to the police:

Alleged criminal behaviour will ordinarily be reported to the police unless there are circumstances where it may not be appropriate to report such behaviour. All concerns or allegations will be discussed with children's social care and assessed on a case-by-case basis.

Risk Assessments:

The academy or college will always carry out a risk assessment for:

Any learner who is alleged to have behaved in a way that is considered to be abusive or violent

Any learner who has reportedly been abused or affected by the alleged abusive or violent behaviour by another learner

Any learner who may be at risk due to the alleged abusive or violent behaviour by another learner as deemed appropriate by the DSL

Where it is alleged that a learner has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concern(s) and/or allegation(s) raised, and the needs and circumstances of the individual in question – to determine whether (as explained above) it would be appropriate to contact children's social care, and to carry out a risk assessment.

Where other learners have been identified as witnesses to alleged abuse or violence, consideration should also be given by the DSL to whether there might be any risks to them, and whether a risk assessment would be appropriate in relation to any risks presenting to them.

There is a template risk assessment at the end of this policy that can be used to assess the risks to the children involved in an incident of harmful sexual behaviour.

Disciplinary Action

The academy may wish to consider whether disciplinary action may be appropriate for any leaner involved. However, if there are police proceedings underway, or there could be, it is critical that the academy works in partnership with the police and/or children's social care. Where there is no involvement from the police and/ or children's social care, the academy will still need to consider what is the most appropriate action to take to ensure positive behaviour management.

Disciplinary action may sometimes be the most appropriate course of action to:

- Ensure that the learners involved take(s) responsibility for and realise(s) the seriousness of their behaviour;
- Demonstrate to those involved. and others, that HSB can never be tolerated, and
- Ensure the safety and wellbeing of other learners at UTC Warrington

However, these considerations must be balanced against any police or social care investigations, the learner's own potential unmet needs, and any action or intervention planned regarding safeguarding concerns.

Before deciding on appropriate action, the academy or college will always consider its duty to safeguard all learners in its care from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the HBS and the causes of it. UTC Warrington will, where appropriate, consider the potential benefit of using managed moves or exclusion as a response to an HSB incident.

Suspension will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other learners in the academy or college. Engaging in Fair Access Panel processes to assist with decision-making associated to managed moves and suspensions can also be beneficial. In the event of any managed move, consideration must be given to sharing information with the receiving academy regarding the HSB incident in order to allow best protection of the learners in the new academy.

Disciplinary interventions alone are rarely able to solve issues of HSB, and UTC Warrington will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above.

Staff induction, awareness and training

All members of staff will be given a copy of the CP and Safeguarding policy and Part 1 of the latest version of Keeping Children Safe in Education which covers safeguarding information. Leaders will read the entire document. Leaders and all members of staff who work directly with children and young people will access Annex B.

All staff members will receive appropriate HSB training which will enable them to:

Recognise potential HSB concerns involving learners

Respond appropriately to HSB issues and act in line with this policy

Record concerns in line with the academy CP and Safeguarding policy

Refer concerns to the DSL and be able to seek support external to the academy if required

The DSL will provide a safeguarding update to the LGC at each termly meeting which details the number of HSB incidents that have been reported and managed. The DSL will also report all HSB training for staff or groups of staff to the LGC.

Alternative provision (AP) and Managed Move placements

Academies are responsible for the safeguarding of their learners when they are placed in an alternative provision. This academy will ensure that a risk assessment is completed for each learner going to alternative provision or a managed move placement where there have been or are concerns about HSB.

Links to other policies

Main content of this policy above - Child Protection and Safeguarding Policy

Relationships and Sex Education Policy

Harmful Sexual Behaviour: Risk and Needs assessment

The aim of this template risk assessment is to help assess the risk to the leaners involved in an incident of harmful sexual behaviour.

How to use the template

- The learners involved are defined as 'Child A, Child B', etc, rather than being defined as 'victim' and 'perpetrator'. This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

- Consider each question/consideration from the perspective of both learners, and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider academy community, and record any concerns or actions in the most appropriate column.

- Work with your local safeguarding partnership team when conducting this risk assessment and update it in response to any advice they provide. Some of the prompts may require input from other agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.

- Keep track of the changes you make:
  - Create a new copy of the document
  - Update the version number at the top of the risk assessment
  - Record what has changed in the update log (at the end of the document)
  - Save the most recent version of the risk assessment in the appropriate places (for example, the child's safeguarding file in CPOMs)

- This should be a live document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the local safeguarding partnership team, or information from the police and children's social care.

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ALDRIDGE EDUCATION

Risk Assessment – Version [INSERT NUMBER] **Date:** **Completed by:**

Area of Risk	Considerations	Child A	Child B	Child C	Notes	Actions
Details of the incident: Record details of the incident from the point of view of the children involved	How serious is the incident? Was it a crime? How many learners are involved? [Add a column for each child] Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on academy premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) How did the academy find out about it? Was it reported directly or by someone else with knowledge of the incident? Did the incident take place within a consensual intimate relationship between the children? Are there any related issues, including links to child sexual exploitation and/or child criminal exploitation?	Complete details for each child based on the considerations Ensure that their name and year group are included			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	Who, What, When?

Area of Risk	Considerations	Child A	Child B	Child C	Notes	Actions
Social Risks:	Do the learners involved share a peer group? Are people in their friendship group likely to take sides? Do they all attend your academy? Do other people know about the incident? Do those people understand – who they can talk to if they have concerns about the people involved, or their own safety? - The importance of confidentiality - If and how they may need to be involved in any further investigation - Are they likely to be the subject of gossip, bullying or further harassment? Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? Do they risk being alienated from their friendship group as a result of the incident?					

Area of Risk	Considerations	Child A	Child B	Child C	Notes	Actions
Physical Risks	Do they feel, or continue to feel, physically threatened by the other learners? Do you have reason to believe there is a continued risk to the safety and wellbeing of the learners involved, or staff? Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) Do they share classes/break times/etc.? Are they likely to come into contact with each other (or others involved in the incident) outside of school? How can such contact be limited?					
Area of Risk	**Considerations**	**Child A**	**Child B**	**Child C**	**Notes**	**Actions**
Environmental Risks	Do they live in a home where violence or abuse has occurred? Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?					

	What activities do they take part in outside of school? Are parents clear about: - How the academy, and other agencies, are handling the incident? - Confidentiality? - The conduct expected of them while an investigation is ongoing?					

Date(s)	**Updates made**	**Child/ren involved; Child A, B, C**	**Reasons for updates**	**Updates made by**
	E.g, "Updated lunchtime arrangements"		E.g., "Feedback from Child A"	

□

Appendix 3: Prevent Policy Introduction

This Prevent Policy requires that:

- Staff must read the CP and Safeguarding policy and as a minimum at least Part 1 of the most recent version of Keeping Children Safe in Education
- The content references the revised Prevent Duty guidance 2023 All staff members are to be informed of how to access this policy, and procedures, and the academy's Behaviour Policy together with advice from their Local Authority Safeguarding Partnership
- All staff members must be kept up to date with any relevant developments about the Prevent Initiative
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Context

To fulfil the Prevent duty, it is essential that staff identify children who may be susceptible to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The academy will also build learners' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. Staff at the academy will be trained to be aware of any incidents of the undermining of British Values. The academy does not intend to stop learners talking about or debating controversial issues. On the contrary, we intend to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

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In the academy, the Single Point of Contact (SPoC) is always the Designated Safeguarding Lead (DSL). Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the local authority, police or Channel the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

Definition of Extremism

- Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  - Negate or destroy the fundamental rights and freedoms of others; or
  - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Definition of radicalisation

Refers to the process of a person legitimising support for, or use of, terrorist violence

Below are some factors that might make individuals more susceptible to being radicalised:-

- Identity Crisis – those exploring issues around their identity may feel removed or out of touch from friends and family, as well as their cultural or religious background, and may also feel that they no longer fit into society
- Personal crisis – may include significant tensions within the family home that makes the individual feel isolated from what is perceived as the 'norm'
- Personal circumstances – individuals may feel that their career and lifestyle aspirations are being undermined by a perceived or real inability to achieve them. This can result in the development of a mindset that choses to opt out of conforming, and instead adopt a more antagonistic and / or aggressive viewpoint
- Criminality – a susceptible individual may become involved in criminal activity, or criminal groups that have links to organised crime relating to terrorist related activities

Radicalisation can exploit any of these vulnerabilities by providing the individual with a sense of worth, purpose or belonging.

Definition of terrorism

- Terrorism is an action that:
-
    - Endangers or causes serious violence to a person/people;
    - Causes serious damage to property; or
    - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Fundamental British Values

We understand Fundamental British Values to be defined as the following:

Democracy
A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

The rule of law
The need for rules to make a happy, safe and secure environment to live and work.

Individual liberty
Protection of each person's rights and the rights of others around them.

Mutual respect & tolerance of different faiths and beliefs
Understanding that all people do not share the same beliefs and values. Respecting each other's values, ideas and beliefs of others whilst not imposing our own onto them.

schools should enable and encourage learners to:

• develop their self-knowledge, self-esteem, and self-confidence,

• distinguish right from wrong and to respect the civil and criminal law of England,

• accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely,

• acquire a broad general knowledge of and respect for public institutions and services in England,

• further tolerance and harmony between different cultural traditions by enabling them to acquire an appreciation of and respect for their own and other cultures,

• encourage respect for other people,

• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of learners because of the promotion of fundamental British values.

• an understanding of how citizens can influence decision-making through the democratic process,

• an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety,

• an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence,

• an understanding that the freedom to choose and hold other faiths and beliefs is protected in law,

• an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour,

• an understanding of the importance of identifying and combatting discrimination,

It is not necessary for schools or individuals to 'promote' teachings, beliefs, or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups based on their belief, opinion or background.

Risk Assessment

- We should be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display a range of different signs and indicators (see page 69), or they seek to hide their views.
- Academy staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.
- Even very young children may be susceptible to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern.
- Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.
- Lettings are vetted and monitored by the Estates Team in conjunction with the Principal
- External speakers are vetted and monitored by academy staff to ensure that they do incite hatred, draw others into extremist-related activities or encourage hate crime or criminal damage
    - Prevent risk assessments are written and reviewed annually which determines the potential risk of individuals being drawn into terrorism or terrorist ideology. They cover the areas of; Leadership,

Visiting Speakers, Training, Information Sharing, Premises and Facilities, Online Safety, Risk Factors and the Curriculum.

Working in partnership

The Prevent duty builds on existing local partnership arrangements.

- Local Children Safeguarding Partnerships are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Local authorities are vital to all aspects of Prevent work. This work will also include assessing the thresholds of need for intervention by the Channel panel.
- Working in conjunction with other partners, in particular the police, and also civil society organisations, the academy may be able to receive additional advice and support
- Effective engagement with families is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Indicators of extremist related activity

- **Unusual use of the Internet:** Searches related to sites that promote anti-British Values and production of materials originating from internet sites with extreme content.
- **Disclosures:** Graffiti symbols, writing or artwork promoting extremist messages or images, voicing opinions drawn from terrorist related ideologies and narratives.
- **Support for terrorism:** Members/Co-members accessing terrorist related material online, including through social networking sites, using extremist texts or tattoos, use of extremist or hate terms to exclude others or incite violence; using language such as 'us and them', justifying the use of violence to solve real or perceived grievances, tattoos or literature.
- **Personal Crisis:** Parental/family reports of changes in behaviour, friendships, appearance or actions and requests for assistance, family tensions, sense of isolation, low self-esteem, and uncertainty about their identity, faith or belonging.
- **Concerns from professionals:** Partner healthcare organisations, local authority services and police reports of issues affecting patients in other health care organisations.
- **Personal Circumstances:** migration, local community tensions within set groups, events affecting the student's country of origin, a sense of grievance triggered by personal experience of racism or discrimination

Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Key staff have received special individual training in accordance with their role in the academy.
- New staff will receive Prevent training arranged by the DSL.
- All staff, governors and trustees will undertake update training as appropriate (minimum of bi-annually)
- LGC governors will receive online Prevent training via the Home Office platform;

  https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html#
- Trustees will be subject to Prevent training as part of their induction training in safeguarding

IT policies

The academy will follow the statutory guidance that makes clear the need to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- We ensure that suitable filtering and monitoring is in place.
- Internet safety is integral to our IT curriculum and is also be embedded in the PSHE curriculum.

Building children's resilience to radicalisation

Our academy will enable young people to explore issues such as terrorism and the wider use of violence in a considered and informed way. We believe that we can build learners' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Our academy will facilitate the understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

Our academy promotes the spiritual, moral, social and cultural development of learners and, within this, fundamental British values. This is effective in providing learners with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches learners to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. The academy teaches the key principals of the British Values and we encourage our students to demonstrate those ideologies in their day-to-day life. In accordance with the latest government guidelines regarding the statutory teaching of relationships, we explore the issues of radicalisation and extremism as part of the work done on healthy and non-healthy relationships.

What happens if there is a concern?

- Follow the academy's normal safeguarding procedures in accordance with the CP and Safeguarding policy and raise the concern with the DSL. In their absence the Deputy DSL and/or Principal will be informed.
- Possible Channel referrals will be discussed by the academy Safeguarding Team if appropriate and in accordance with government guidelines.
- The DSL may contact the local police force or dial 101 (the non-emergency number), who can talk in confidence about the concerns and help gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) – open Monday – Friday 11am – 3pm, to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk . Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the Child Protection Policy procedures should be followed.

Equality and Diversity

This policy statement is intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

Links to other policies

The Main content of this policy - Child Protection and Safeguarding Policy

Information Security Policy

Relationships and Sex Education Policy

Appendix 4: Learner Learner Mental Health and Wellbeing Policy

Policy statement

At UTC Warrington, we are committed to supporting the mental health and wellbeing of learners, parents, carers, staff and other stakeholders.

Scope

This policy is intended to:

- Provide guidance to academy staff on our academy's approach to promoting positive mental health and wellbeing across all communities in the academy
- Inform learners and parents about the support that they can expect from the academy in respect of supporting mental health and wellbeing

Policy aims

- Promote positive mental health and wellbeing across the whole academy
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in academy, where learners feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways learners achieve at our academy, both inside and outside the classroom
- Allow learners to participate in forming our approach to mental health by promoting learner voice
- Give learners the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with learners with mental health issues
- Provide support and access to resources to learners experiencing mental ill health alongside their peers, their families and the staff who work with them

Legislation and Guidance

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child
- The latest version of Keeping Children Safe in Education
- The latest version of Promoting and supporting mental health and wellbeing in schools and colleges: Government Guidance

Help may be obtained from:

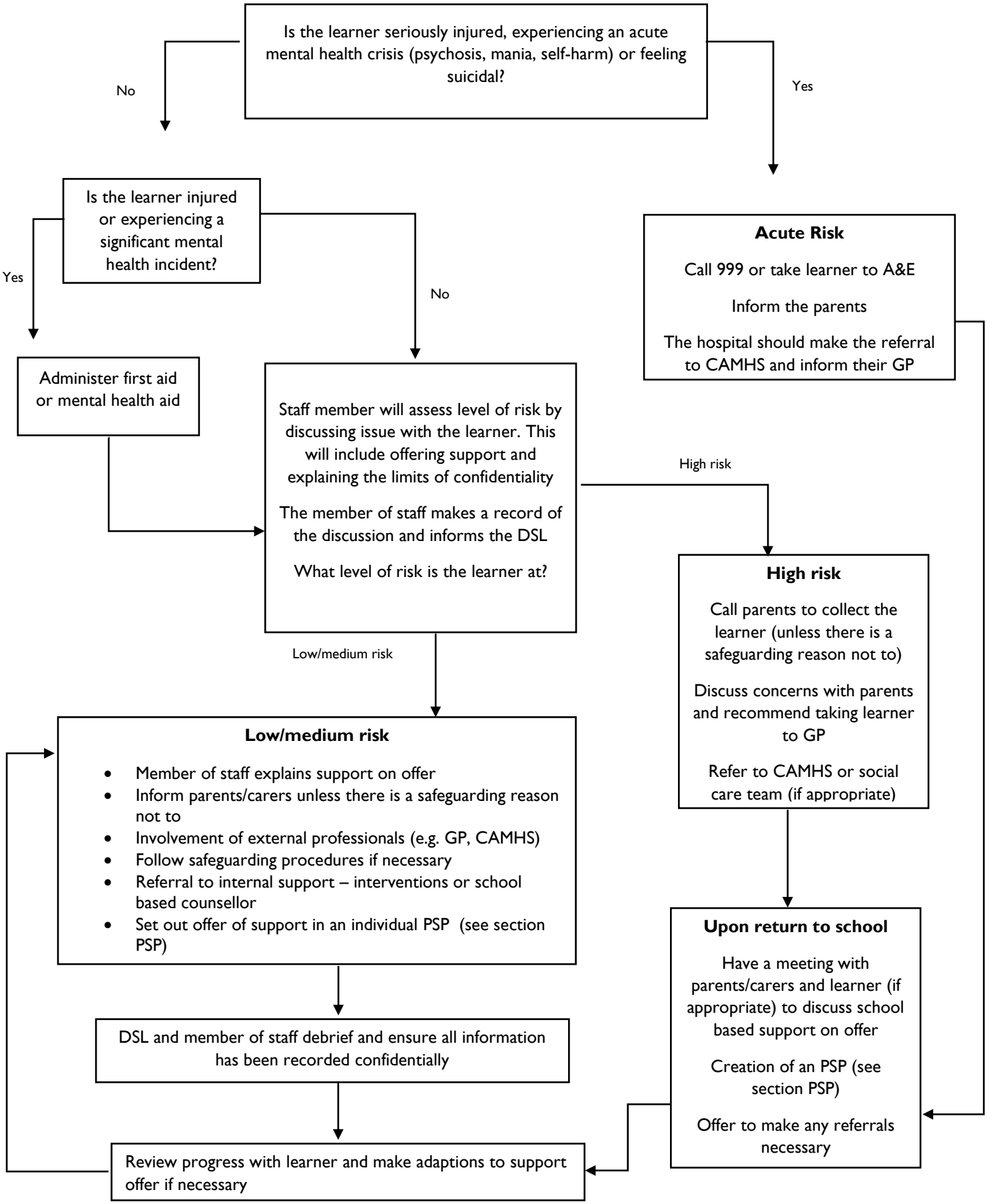
- Anna Freud Centre
  Young Minds

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the academy and for understanding risk factors. If any members of staff are concerned about a learner's mental health or wellbeing, they should inform the Mental Health Lead and the DSL if appropriate. All concerns should be logged on CPOMs.
Certain members of staff have extra duties to lead on mental health and wellbeing in academy. These members of staff include:

Principal, Mental Health Lead, Mental Health trained staff, Designated safeguarding lead (DSL), Special Educational Needs Coordinator (SENDCO).

Procedure to follow in a case of acute mental health crisis



Warning signs

All staff will be on the lookout for signs that a learner's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Managing disclosures

If a learner makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.
Staff will focus on the learner's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.
Staff will always follow the academy's safeguarding policy and pass on all concerns to the designated safeguarding lead who will liaise with the mental health lead to discuss current interventions that could be offered. All disclosures must be recorded on CPOMs.

Confidentiality

Staff should not promise a learner that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.
A disclosure cannot be kept secret because:

- This would be a breach of the Child Protection and Safeguarding Policy
- Being the sole person responsible for a learner's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the learner will be dependent on the member of staff being at academy
- Other staff members can share ideas on how to best support the learner in question

Staff should always report disclosures concerning a learner who may be experiencing poor mental health to the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a learner with a third party, the DSL or Mental Health Lead will discuss it with the learner and their parent/carer (where consent for services is required) and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the learner and their parent/carer to share their information, but the safety of the learner comes first.
Parents will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding Policy will be followed.

Process for managing confidentiality around disclosures

1. Learner makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL who will discuss it with the Mental Health Lead.

4. Member of staff will attempt to get the learner's consent to share – if no consent is given, explain to the learner who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure on CPOMS and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Supporting learners

Baseline support for all learner

As part of the academy's commitment to promoting positive mental health and wellbeing for all learners, the academy offers support to all learners by:

- Raising awareness of mental health during assemblies, tutor time, PSHE and mental health awareness week
- Signposting all learners to sources of online support on the academy website
- Having open discussions about mental health during lessons
- Providing learners with avenues to provide feedback on any elements of the academy that is negatively impacting their mental health
- Monitoring of all learners' mental health through assessments e.g. a strengths and difficulties questionnaire
- Appointing a mental health lead with a strategic oversight of our whole academy approach to mental health and wellbeing
- Offering pastoral support through heads of year

Assessing what further support is needed

If a learner is identified as having a mental health need, the Mental Health Lead will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed above. The academy will offer support in cycles of:

- Assessing what the learner's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a learner will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our academy includes:

- Nurture groups
- Reduced timetable
- Time out pass
- Counselling

Pastoral Support Plan (PSP)

A learner will be offered an individual Pastoral Support Plan if considered appropriate.
PSPs are written in collaboration with the learner (if appropriate), their parent/carer, and any other relevant professionals.

The learner's PSP will contain the following details:
The mental health issue (and its triggers, signs, symptoms and treatments)
The learner's needs resulting from the condition
Specific support for the learner's educational, social and emotional needs
The level of support needed
Who will provide the support
Who in the academy needs to be aware of the child's condition
What to do in an emergency

Making external referrals

If a learner's needs cannot be met by the internal offer the academy provides, the academy will make, or encourage parents to make, a referral for external support.
A learner could be referred to:

- GP or paediatrician
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services

Supporting and collaborating with parents and carers

We will work with parents and carers to support learners' mental health by:
Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support

- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our academy website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face. These meetings can be difficult, so the academy will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the learner's confidential record.

If appropriate, an individual Pastoral Support Plan (PSP) will be created in collaboration with parents/carers (see section PSP).

Supporting peers

Watching a friend experience poor mental health can be extremely challenging for learners. Learners may also be at risk of learning and developing unhealthy coping mechanisms from each other.
We will offer support to all learners impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support
- Recognising signs and indicators of poor mental health through the PSHE curriculum

Signposting

Sources of support will be displayed around the academy and linked to on the academy website, so learners and parents are aware of how they can get help.

The Mental Health Lead will be available to provide further information to learners and parents/carers if they want to learn more about what support is available.

Whole academy approach to promoting mental health awareness

Mental health is taught in PSHE

We will follow the PSHE Association Guidance teaching mental health and emotional wellbeing.
Learners will be taught to:

- Develop healthy coping strategies

- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe
- Make use of signposting

For more information, see our PSHE curriculum.

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with learners in order to break down stigma
- Acknowledging key national mental health awareness events
- Encouraging learners to disclose when they think their mental health is deteriorating

Staff Training and CPD

All staff will be offered training so they:

- Have a good understanding of what learners' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a learner in need of help

Support for staff

We recognise that supporting a learner experiencing poor mental health can be distressing for staff. To combat this we will:

Treat mental health concerns seriously

- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Ensure that there is a Wellbeing Champion available to staff
- Staff will also be signposted to the Employee Assistance Programme (EAP)

Links with other policies and procedures

- The main content of this policy - Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Statement and Objectives
- Behaviour Policy
- Anti Bullying Policy
- PSHE Policy
- RHE/RSHE Policy and Curriculum

Monitoring arrangements

The localisation of this policy will be reviewed by Paul Rigby Vice Principal annually. At every review, the policy will be moderated by the Local Governing Committee.

Appendix 5: Documents used to report, record and refer

All staff have access to CPOMS to report, record and refer any safeguarding concerns or incidents.

Any visitors or supply staff who have concerns can email support@utcw.co.uk or come directly to Mr Hilton, Mr Rigby, Miss O'Hara or Miss Lulek.

https://www.warrington.gov.uk/early-help-support-professionals