

SAFEGUARDING AND CHILD PROTECTION POLICY

The DfE has updated its statutory guidance on 'Keeping children safe in education'. The 2023 version of the guidance will come into force on 1 September 2023. This policy and its appendices has been created in line with the updated guidance and will be implemented from September 2023.

THIS POLICY APPLIES TO THE HOPE SENTAMU LEARNING TRUST BOARD, THE CENTRAL TEAM,
AND ALL TRUST SCHOOLS/ACADEMIES

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Policy Updates

Date	Page	Policy Updates
April 2021	Whole policy	NEW Document
October 2021	6	5.1 - Correction made to the terminology
September 2022	Whole policy	Update made to the terminology
July 2023	Whole policy	Formatting, including Figure 1 redesign
July 2023	Whole policy	Change of wording: 'children missing from education' changed to 'children absent from education'
July 2023	Whole policy	Wording updated from "LGBT" to "LGBTQ+" throughout
July 2023	4	'Important Contacts' page moved and is now incorporated into the Localised Procedures in Appendix 5 and Trust Director of Safeguarding added to the contacts list
July 2023	5	Minor changes to the Statement of Intent for clarity of the purposes of the policy
July 2023	6	1 - Section renamed from "Aims" to "Policy Objectives" in line with other Trust policies
July 2023	6	2 - Legal Framework added, including links to Trust Policies and new KCSIE 2023 statutory guidance
July 2023	8	4 - New section added on "Multi-Agency Working"
July 2023	10	6.3 - Roles and Responsibilities for 'all staff' updated
July 2023	11	6.4 - Roles and Responsibilities for teachers updated
July 2023	11	6.5 - Roles and Responsibilities for the DSL updated
July 2023	12	6.7 - Roles and Responsibilities for the Trust Board added
July 2023	12	6.7 - Roles and Responsibilities for the LGC updated
July 2023	14	6.8 - Roles and Responsibilities for the Headteacher/Principal added
July 2023	14	7.1 - Point amended to clarify the specific applicable policy
July 2023	17	8.3.2-8.3.4 - Referral stages clarified for a child suffering or likely to suffer from harm or immediate danger
July 2023	18	8.5.10-8.5.11 - Referral stages clarified for suspected or confirmed FGM
July 2023	19	8.6.4 - Clarification about where to record concerns about a child
July 2023	19	8.6.5 - Figure 1 - concerns about child welfare added
July 2023	20	8.7 - Early Help - defined
July 2023	21	8.7.5 - Line added to direct the reader to Appendix 5 for details of how to refer a child for early help
July 2023	21	8.8 - Line added to direct the reader to Appendix 5 for details of how to refer to CSCS
July 2023	21	8.9.2 - Line added to direct the reader to Appendix 5 for details of who to contact in absence of the DSL

This policy has been approved by:			
Signed		Date	
	Chief Executive Officer		
Signed		Date	
	Chair of the Trust Board		

Statement of Intent

Hope Sentamu Learning Trust is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school/academy premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for safeguarding and promoting the welfare of children and young people, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the LGC, the Headteacher/Principal and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the Designated Safeguarding

1. Policy Objectives

1.1. The policy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legal Framework

2.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE [Keeping Children Safe in Education \(2023\)](#)
- DfE [Working Together to Safeguard Children \(2018\)](#)
- DfE [Governance Handbook \(2020\)](#)
- DfE 'The Prevent duty' (2015)
- DfE 'Disqualification under the Childcare Act 2006' (2018)
- [Education \(Independent School Standards\) Regulations \(2014\)](#)
- [The Children Act \(1989 with 2004 amendments\)](#)
- [Serious Crime Act \(2015\)](#) (Section 74)
- [Female Genital Mutilation Act 2003](#) Section 5B(11)
- [Multi-Agency Statutory guidance on FGM \(2020\)](#)
- [The Rehabilitation of Offenders Act \(1974\)](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#) (Schedule 4)
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)
- [Sexual Offences Act 2003](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- Home Office [Prevent Duty Statutory Guidance \(2021\)](#)
- HM Government 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism' (2021)
- [Counter Terrorism and Security Act \(2015\)](#)
- [The Human Rights Act \(1998\)](#)
- [The Equality Act \(2010\)](#)
- Equality and Human Rights Commission: [Public Sector Equality Duty \(PSED\)](#)
- [Primary schools/academies only] [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)
- [Primary schools/academies only] [Childcare Act 2006](#)
- [EYFS only] DfE [Early years foundation stage \(EYFS\) statutory framework \(2021\)](#)

2.2. This policy also complies with the Hope Sentamu Learning Trust Funding Agreement and Articles of Association.

2.3. The policy is implemented in conjunction with the following Trust policies and procedures:

- Behaviour Policy
- Anti-bullying Policy
- Code of conduct Policy
- Complaints Policy and Procedure

- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from the school/academy to be home educated

5.3. Equality and Human Rights Commission (equalityhumanrights.com) - Equality Act 2010.

5.3.1. In accordance with the Equality Act, the school/academy will not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender, reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

5.3.2. The school/academy will take positive action, where proportionate, to deal with the disadvantages these pupils face.

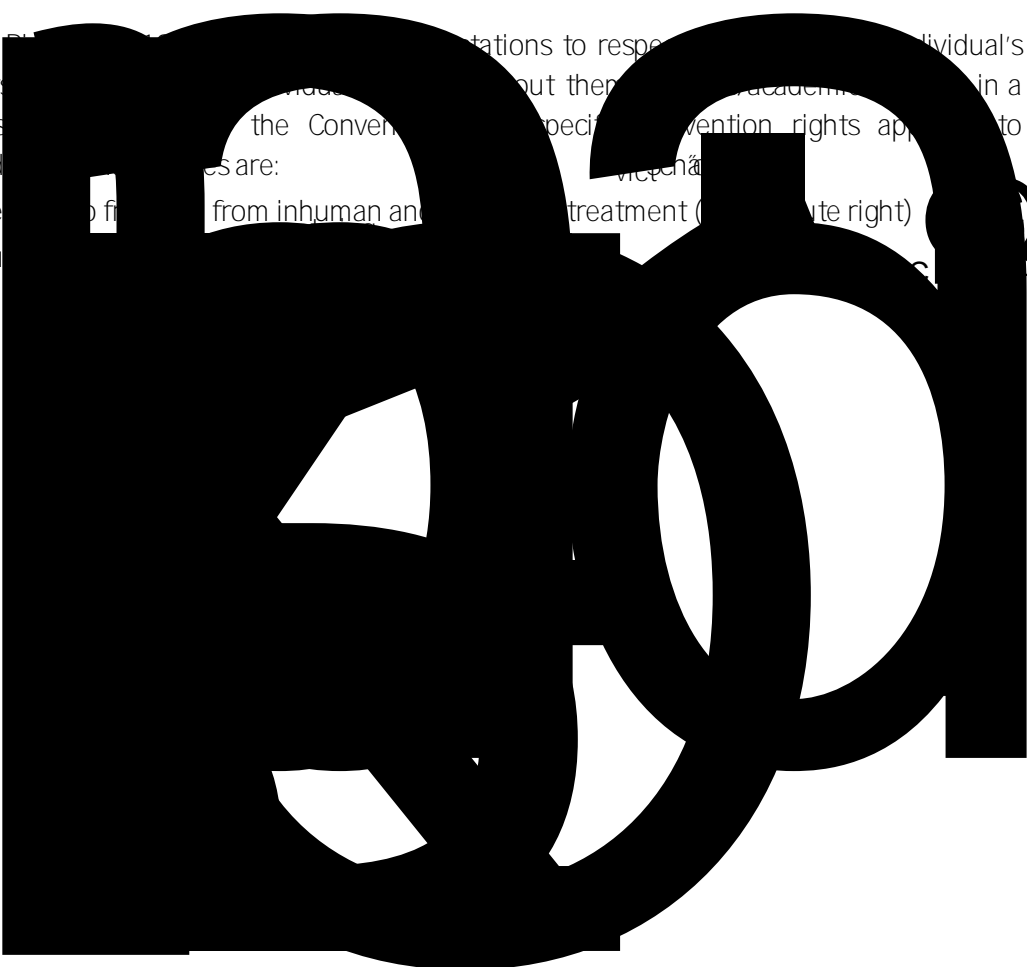
5.4. The Public Sector Equality Duty (PSED) is found in the Equality Act.

5.4.1. All schools/academies will have due regard to:

- The need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act);
- Advance equality of opportunity;
- Foster good relations between those who share a relevant protected characteristic and those who do not.

5.4.2. The Human Rights Act 1998 requires that schools/academies must have due regard to individual's human rights when making decisions about their policies/practices in a way that is compatible with the Convention. Specific Convention rights apply to schools/academies. These are:

- Article 3: the right to be free from inhuman and degrading treatment (absolute right)
- Article 8: the right to respect for private and family life (qualified right)



- Behaviour policy
- Personal support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)

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

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

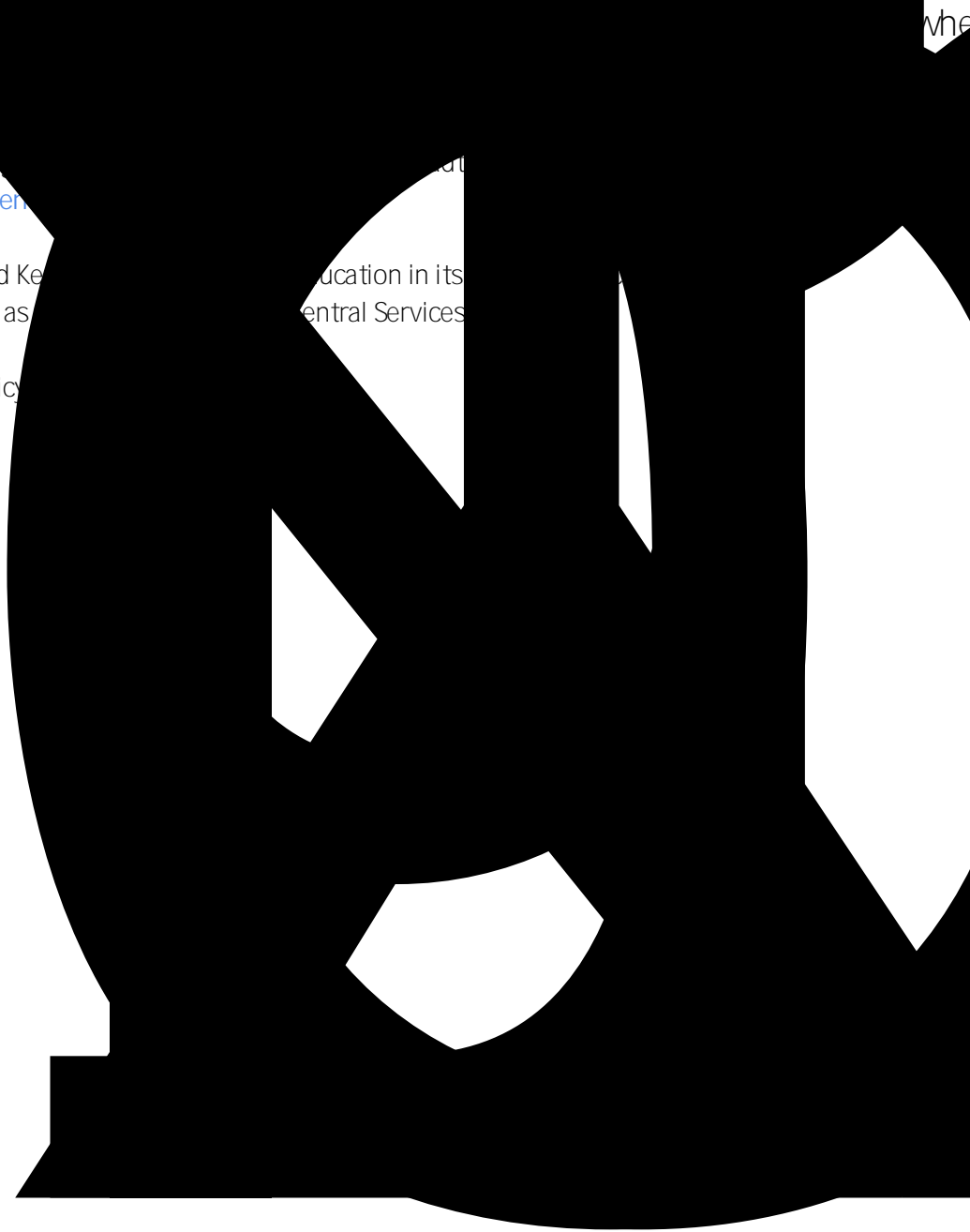
6.3.3. All staff who work dir

- Appoint a **safeguarding link governor** to monitor the effectiveness of this policy in conjunction with the full governing board
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6.7.4. The Chief Operating Officer shall ensure that, in the event that an allegation is made, the appropriate (see [Appendix A](#))

6.7.5. All governors will read Key Information for Education in its safeguarding training as provided by the Central Services

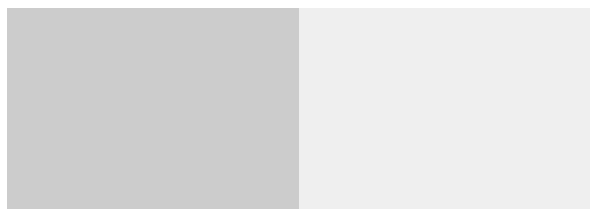
6.7.6. Section 15 of the policy



6.8.8. The Headteacher/Principal wil

- 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 the police and/or local authority children's social care as soon as possible
 - 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
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progression of the report. D



DSL directly. Aside from these people, d

8.5.11. The police can be contacted through:

Telephone Numbers for your local Police Force:	101	Non-emergency, where you believe a child is suffering (or has suffered) from harm
	999	In case of an emergency, where you believe a child is in immediate danger

8.6. If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

8.6.1. Where possible, speak to the DSL first to agree a course of action.

8.6.2. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Refer to [Appendix 5](#) for details of who to contact when the DSL is not available.

8.6.3. You are advised to seek advice from local authority children's social care (details of which can be found within [Appendix 5](#)). You can also seek advice at any time from the NSPCC helpline on 0800 800 5000.

8.6.4. All concerns will be recorded on CPOMS and any subsequent actions, referrals or outcomes will also be recorded on CPOMS. Details of any actions taken will be shared with the DSL as soon as practically possible.

8.6.5. [Figure 1](#) below illustrates the procedure to follow if you have any concerns about a child's welfare.

Figure 1

8.7. Early Help Assessment

8.7.1. Early help means providing support as soon as possible once a problem emerges, at any stage in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs
- Are young carers
- Show signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of been radicalised or exploited
- Have family members in prison, or a

- Are in family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Misuse drugs or alcohol.
- Have returned home to their family from care
- Are at risk of Honour Based Abuse, such as FGM or Forced Marriage
- Are privately fostered
- Are persistently absent from education, including persistent absences for party of the school day
- Show early signs of abuse and/or neglect in other ways.

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- 8.7.2. If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- 8.7.3. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.
- 8.7.4. The DSL will keep the case under constant review and the school/academy will consider a referral to local authority children's ~~social care~~ if the situation does not seem to be impro
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a referral to local authority children's social care directly, if appropriate and inform the DSL as soon as practically possible after the referral.

- 8.9.3. 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 [Channel](#), the
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Headteacher/Principal, staff are advised to report the concern directly to the local authority designated officer (LADO

- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

9.4. See [Appendix 4](#) for more information about child- or young person abuse.

9.5. Procedures for dealing with allegations of child- or young person abuse

9.5.1. If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL. Do not investigate.
- The DSL will contact the local authority and follow their advice, as well as contact the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for the child(ren) involved (including the victim and any others affected) and ensure they have access to a safe person they can talk to if needed. This will include ensuring the school is a potentially suitable place for a victim or alleged perpetrator.
- The DSL will contact the child(ren) and their families and offer appropriate support.

9.5.2. If the principal or DSL is notified of an allegation of abuse and there are delays in the

10.3. Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted.

10.4. Your responsibilities wh



- 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 pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

10.5.3. If none of the above apply then the DSL, in consultation with the headteacher/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.

10.6. Further Review by the DSL

10.6.1. 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.

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

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

10.7. 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 pupil at risk of



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- Content – being exposed to illegal, inappropriate or harmful content, such

- Carry out an annual review of our approach to online safety, supporte

- 15.3. Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to missing education, such as travelling to conflict zones, FGM and forced marriage.
- 15.4. 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 through our enquiries, we have reasons to believe the child is suffering or likely to suffer from harm, or in immediate danger.
- 15.5. Insert further procedures for managing non-attendance can be found in the Trust's Attendance Policy.

16. Pupils with Special Educational Needs, Disabilities or Health Issues

- 16.1. We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, additional barriers can exist when recognising abuse and neglect in this group, including:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
 - The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in managing or reporting these challenges
- 16.2. We offer extra pastoral support for these pupils. Please refer to [Appendix 5](#) for further information regarding pastoral support offered.
- 16.3. Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

17. Pupils with a Social Worker

- 17.1. Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- 17.2. The DSL and all members of staff will work with and support social workers and the virtual school head to help protect vulnerable children.
- 17.3. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
 - Responding to unauthorised absence or missing education where there are known safeguarding risks
 - The provision of pastoral and/or academic support
 - Responding to incidents of behaviour or misconduct

- 20.2. The school/academy will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.
 - 20.3. Where the LGC provides activities under the direct supervision or management of school/academy staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the LGC will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures.
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The Trust has a separate
school/academy safeguarding
Whistle-blowing policy

23. Record Keeping

- 23.1. All safeguarding concerns, allegations or incidents, including those where no further action is taken, must be recorded in writing. The reasons for those decisions must be recorded, including any advice sought from the DSL.
- 23.2. Records will include:
 - A clear account of what happened
 - Details of how the concern/allegation/incident was handled
 - A note of any action taken
- 23.3. Concerns and referrals will be recorded in a central file for the school/academy.
- 23.4. Any non-confidential records will be held securely and only available to those with a legitimate professional need to see them.
- 23.5. Safeguarding records relating to children who have left the school/academy will be retained for a reasonable period of time after they have left the school/academy.
- 23.6. Safeguarding records relating to allegations of sexual abuse will be retained for the duration of the Independent Inquiry into the matter.
- 23.7. If a child for whom the school/academy has a safeguarding record is referred to another school/academy, the DSL will ensure that the record is transferred to the new school/academy.

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23.12. If a child is to be removed f

24.1.8. All volunteers will receive appropriate training, the DSL will determine the level and frequency of the training required.

24.2. The DSL and deputy DSL(s)

24.2.1. The DSL and deputy DSL(s) will undertake child protection and safeguarding training at least every 2 years.

24.2.2. 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).

24.2.3. They will also undertake Prevent awareness training.

24.2.4. Please refer to [Appendix 5](#) for further information regarding supervision for the DSL.

24.3. Governors

24.3.1. All governors will receive safeguarding and child protection training (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school/academy to deliver a robust whole-school approach to safeguarding

24.3.2. As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

24.4. Recruitment – interview panels

24.4.1. At least 1 person conducting any interview for any post at the school/academy will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

24.4.2. See [Appendix 2](#) of recruitment and selection with safe recruitment and supervision of staff.

Abuse, including neglect, and safeguarding is not a standalone event or incident. It is a process that can be defined by a definition or label. In most cases, multiple incidents can lead to a diagnosis of abuse.

All staff will be aware of the indicators of abuse and will be trained online, within the school/academy. Staff will be trained to the indicators of abuse and are expected to report any concerns that seem to be indicators of abuse.

All staff will be aware of the appropriate actions to take following a pupil being identified as being at potential risk of abuse and, in all cases, will speak to the designated safeguarding lead to ensure.

All staff will be aware that technology is a key component in many safeguarding and wellbeing issues. This includes online abuse, cyberbullying, inappropriate images, and inappropriate use of social media.

Physical abuse may involve hitting, shaking, burning or scalding, suffocation, or otherwise causing physical harm to a child. Physical harm may also be caused with the use of an object or carer failure to provide adequate protection from the symptoms of, or deliberate industrial

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 care-givers)
- Ensure access to appropriate medical care or treatment

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

Appendix 2 - Safer Recruitment and DBS Checks

Recruitment and Selection Process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during recruitment and employment:

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school/academy based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations

- Obtain verification of the candidate's aimed ~~act~~
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- Check that candidates taking up a managi

The chair of the Local Governing Committee will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff Working in Alternative Provision Settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. [

Staff Who Supervise Pupils on Work Experience

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When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils Staying with Host Families

Where the school/academy makes a share

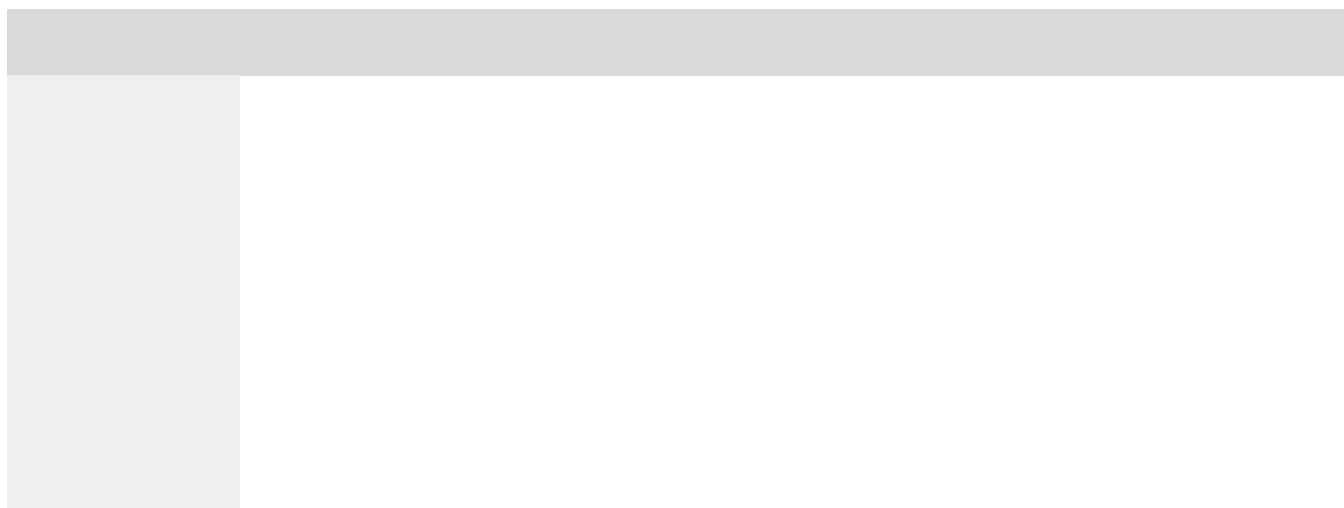
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Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school/academy so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school/academy so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school/academy within the Trust.

If in doubt, the case manager will seek views from the school/academy's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for Outcomes of Allegation Investigations



- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school/academy and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in the school/academy and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual V

- The Local Governing Committee will discuss with the agency whe_t

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school/academy will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, Unfounded, False or Malicious Allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that a
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- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

This appendix provides further information regarding specific safeguarding issues that pupils may experience, and provides guidance on specific actions that should be taken in response to some of these concerns.

Children Absent from Education

A child who is absent from education, particularly repeatedly, can be a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

The school/academy will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school/academy, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures to help prevent the risks of going missing in future.

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- 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/academy
- Come from new migrant families

The school/academy will inform the local authority if a child leaves the school/academy without a new school/academy 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.

All staff will be trained to signs to look out for and the individual triggers to be aware of when considering the child's potential safeguarding concerns which are related to a child being absent from education.

If a staff member suspects that a child is suffering from or at risk of harm, they will follow local child protection procedures, including with respect to making reasonable enquiries and take an immediate redaction.

Child-on-Child Abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of the school/academy. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school/academy has a zero-tolerance approach to all forms of abuse, including child-on-child abuse. The school/academy recognises that even if there are no reports of child-on-child, that does not ch

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family é

Preventing Radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- 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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school/academy's approach to this type of abuse.

Serious Violence

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

- Increased absence from education
- 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)



Any staff member arranging for a visitor to attend the school/academy must advise the Support Services Manager/Principal

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. The school/academy should keep records of strip searches that have been conducted on school/academy premises and monitor them for any trends that emerge.

Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school/academy which gives attention to the pupil's wellbeing and involves relevant staff, such as the DSL.

Safeguarding and Child Protection Policy

Localised School Based Procedures

School/Academy Name:	Manor Church of England Academy
Headteacher/Principal:	Jordan Cairns
Designated Safeguarding Lead:	Louise Scaum
Implementation Date:	September 2023

Introduction

In conjunction with the Trust wide Safeguarding and Child Protection Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

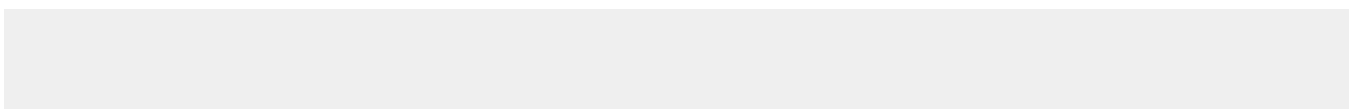
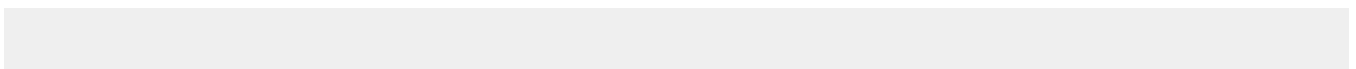
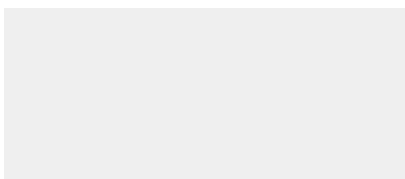
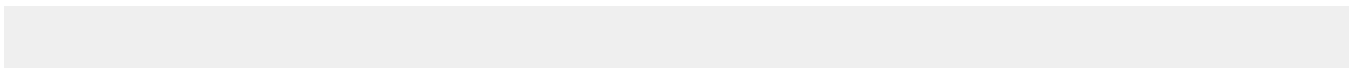
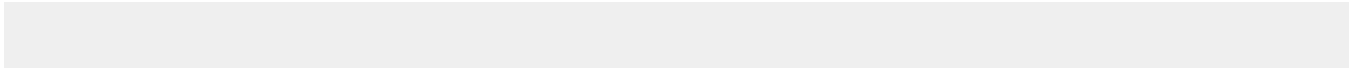
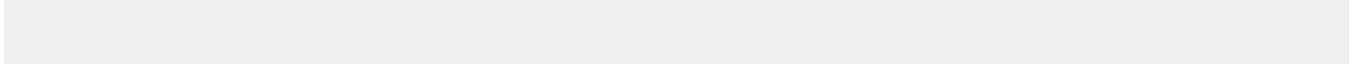
The localised procedures for the school/academy setting focuses on the following key areas: -

- Important Contacts
 - Designated Safeguarding Lead and Absence Procedures
 - Children's Social Care
 - Children's Mental Health Crisis Team
 - Identifying Possible Mental Health Concerns
 - Local Authority Designated Officer (LADO)
 - Reporting Procedures for Pupils
 - Pastoral Support for Pupils with SEN, Disabilities
-

Safeguarding Cover Staff

- In the event that the DSL and deputy DSL(s) are not available, Mr Jordan Cairns will act as cover (for example, during out-of-hours/out-of-term activities).

Please refer to the below for details of the school/academy



- Self-harming or threats of self-harm
- Unexplained physical changes, such as rapid weight changes (outside of expected 'growth' during puberty)
- Sudden decline in academic performance
- Sleeping problems or fatigue during lessons
- Noticeable changes in social habits, such as withdrawal or avoidance of other pupils
- Absence from school (or sickness - linked to stress and anxiety)
- Risk-taking behaviour
- Anger and aggression
- Panic attacks
- Avoiding friends or activities that they used to find enjoyment in

Please refer to the below for details of the LADO and how they can be contacted:

Local Authority Designated Officer (LADO)

Relates to item 8.11.8 within the Trust Safeguarding and Child Protection Policy

Name of LADO:	City of York Safeguarding Children Partnership - Duty LADO
Telephone Number:	Leave a voicemail on 01904 551 783 (for urgent queries tel: 01904 551 900)
Email Address:	lado@york.gov.uk

Please refer to the below for details of support available at the school/academy for LGBTQ+ pupils:

Support for Pupils who Identify as LGBTQ+	
Relates to item 19.4 within the Trust Safeguarding and Child Protection Policy	
<p>Students who identify as LGBTQ+ have identified safe spaces within school such as the LRC, quiet room and pastoral.</p> <p>Students are supported to express themselves through the use of correct pronouns, and preferred names within school.</p> <p>LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum, and as such all students are taught about different types of relationships, gender identity, the Equalities Act, and tolerance of differences amongst people.</p> <p>Students are also taught about Hate crime and intolerant language. The academy behaviour policy makes it very clear that derogatory language is unacceptable and will be sanctioned appropriately. Students who repeatedly make use of said language are referred for additional mentoring support through external agencies such as the Youth Justice Service (YJS). We have also commissioned external groups to come into school and work with small groups of at-risk students (both of being victimised or becoming a victimiser) to work proactively against hateful behaviour.</p> <p>23/24 will see the relaunch of an LGBTQ+ club in school to further support students.</p>	

Please refer to the below for details of person(s) responsible for the supervision (line management) of the DSL and how the DSL is supported to fulfil their role within the school/academy:

Supervision of the Designated Safeguarding Lead	
Relates to item 24.2.4 within the Trust Safeguarding and Child Protection Policy	
Line Manager of the DSL (and their role):	Jordan Cairns, Principal
Support/Supervision Provided:	Weekly meeting (1:1); annual external review; access to training as required (trust and local)

Please refer to the below for details of the school/academy's procedures in the event of a child not being collected from the school/academy:

Non-Collection of Children/Pupils	
Relates to Appendix 3 - Specific Safeguarding Issues	
All students freely leave school at 3.20pm due to their age (11-16), however students who have any concerns once they leave school (relating to any safety issue) are advised to return to the school building. The school	

office is open until 4.30pm, as is the after school club (Monday to Thursday).

For students reporting concerns, the office team would initially attempt to speak to the priority 1 contact by telephone. If this is not successful, they will work down the contact list. All students have a minimum of two contacts listed on their records. Staff will encourage the student to also make contact with relatives on their own personal devices.

If no contact is made, the member of staff will continue to do so, and notify a member of the safeguarding team of the concern and the inability to make contact.

If no contact can continue to be made, a phone call will be made to MASH to make a referral on 01904 551900.

Please refer to the below for details of the school/academy's safeguarding procedures in the event of a child going missing/being absent from education:

Missing Children/Pupils

Relates to [Appendix 3 - Specific Safeguarding Issues](#)

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

Missing within School

Students who have been recorded as present at school (either through tutor time or lessons), but who have subsequently failed to arrive at a lesson will be flagged immediately by the lesson teacher through ONCALL.

The attendance officer will initially attempt to locate the student by checking the registers for any trips/visits, music lessons, sporting activities, as well as checking the signing out log for medical/dental appointments. If the attendance officer cannot locate, the pastoral team will prioritise a sweep of the building for truancy. If the student cannot be located within 10 minutes, the parents/carers will be notified. CCTV of external perimeters will be checked to see if a student has absconded from the site - if this is confirmed, parents

Students who leave the academy are reported to the local authority within 5 days (local procedure) with an ongoing school identified. If no ongoing destination is known, the

