

DUDLEY ACADEMIESTRUST

Child Protection & Safeguarding Policy

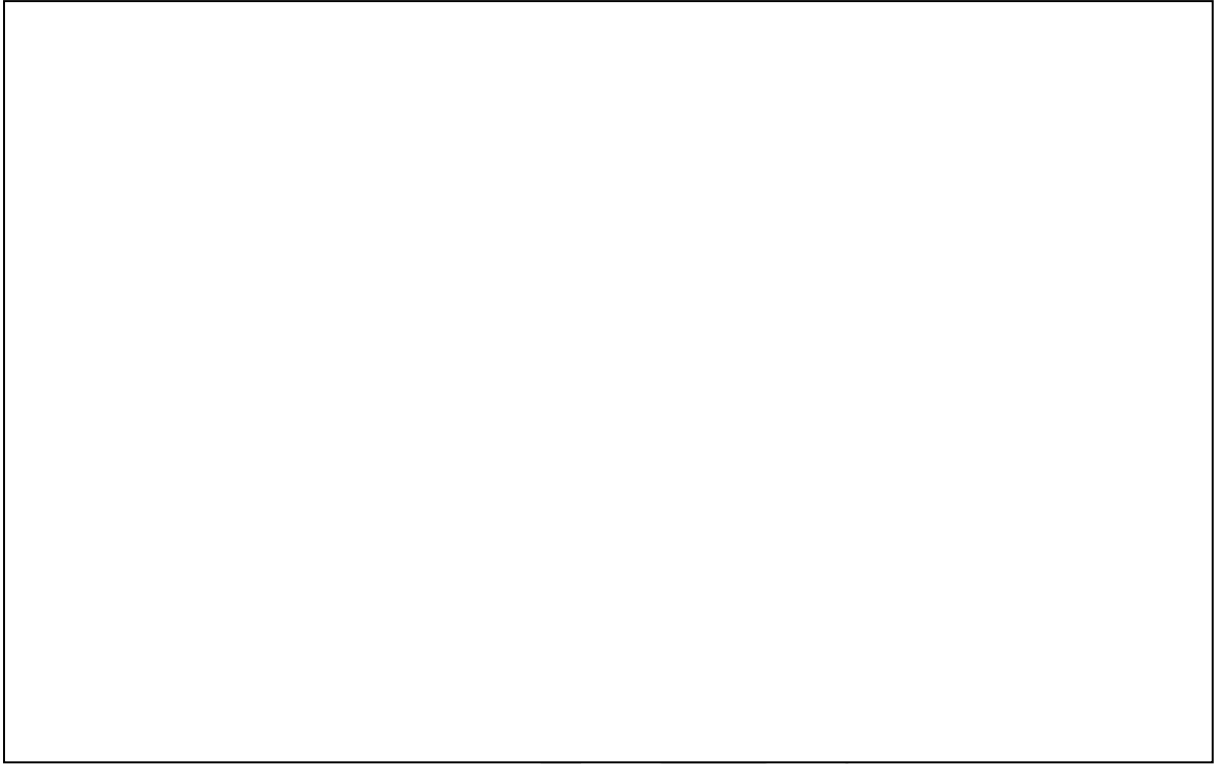
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IMPORTANT NOTE:

*This policy has been updated to reflect the statutory guidance in **Keeping Children Safe in Education (KCSIE) 2025**, effective from 1st September 2025. It is currently pending approval by the Trust Board. In the interim, this version is being followed operationally to ensure compliance with current legislation.*

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Date Last Reviewed:	August 2025
Date Next Review Due:	July 2026
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Our Safeguarding Team



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Introduction

We are fully committed to providing a safe, supportive, and inclusive environment for all pupils/learners, staff and visitors. Safeguarding is at the heart of everything we do and it underpins all aspects of our work across the school community.

Our vision is that every pupil/learner and member of staff feels safe, is protected from harm, and knows where to turn if they feel unsafe, unwell, or have any concerns. We foster a culture where safeguarding is everyone's responsibility. Every member of staff plays a vital role in ensuring the safety and wellbeing of our pupils/learners.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to ensure all children have the best possible outcomes.

We are dedicated to maintaining high standards of safeguarding practice and continually reviewing our procedures to ensure the welfare of every child in our care.

Aims

The academy aims to ensure that:

- Safeguarding is of paramount importance to everyone working, attending, and visiting the academy.
- Contextual safeguarding will include all aspects of school life, home environments and the wider community.
- 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.
- All staff are properly trained in recognising and reporting safeguarding issues.
- A safe environment is created where children can succeed and are equipped with the skills needed to keep themselves safe.
- Abused children are supported through multi-agency efforts, following statutory guidance and internal intervention as per Working Together to Safeguard Children.

Equity Statement

We recognise that some children face greater risk of harm, both online and offline, due to individual circumstances and systemic inequalities. These children may also encounter additional barriers in recognising, reporting, or disclosing abuse.

Our commitment is to equitable safeguarding, ensuring that every child receives the protection and support they need to thrive, not just the same treatment. This means actively identifying and addressing individual barriers to safety, wellbeing, and inclusion.

We take proactive, tailored steps to safeguard and support children who may be more vulnerable due to their circumstances, including those who:

- Have special educational needs (SEN), disabilities, or health conditions.
- Are affected by mental health challenges (their own or within their family).
- Experience marginalisation or discrimination due to race, ethnicity, religion, gender identity, or sexuality.
- Are young carers.
- Live in high-stress or unstable environments, such as temporary accommodation, poverty or homes affected by domestic abuse or substance misuse.
- Speak English as an additional language.
- Are asylum seekers or have insecure immigration status.
- Are at risk of exploitation, honour based abuse, female genital mutilation (FGM) or radicalisation.
- Are looked after or have previously been looked after by the local authority.
- Are persistently absent from school or have extended periods of unexplained absence.
- Have parents/carers who are seeking to educate them at home.

Through our safeguarding practice, we apply an equity-based approach, acknowledging that fairness is not about treating every child the same, but about ensuring each child receives the specific support and intervention they need to be safe, included, and able to learn.

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Anti-Bullying
- Disciplinary
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Relationships and sex education
- Sexual Violence and Sexual Harassment
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Low level Concerns

Note: Policies are available in other languages or as printed copies. Please contact the school if you need help accessing or understanding any policy.

The following appendices are based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#).

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners:

- Chief Executive of the Local Authority (LA).
- Chief Executives of the Integrated Care Boards for an area within the LA.
- The Chief Officer of Police for a police area in the LA area.

The **three 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](#)).

This policy is also based on the following legislation:

- [Education \(Independent School Standards\) Regulations 2014](#),
- [The Children Act 1989](#) (and [2004 amendment](#)),
- [Section 5B\(11\) of the Female Genital Mutilation Act 2003](#), [74 of the Serious Crime Act 2015](#),
- [Statutory guidance on FGM](#),
- [The Rehabilitation of Offenders Act 1974](#),
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#),
- [Statutory guidance on the Prevent duty](#), [Counter-Terrorism and Security Act 2015](#)
- [The Human Rights Act 1998](#), [European Convention on Human Rights](#) (ECHR).
- [The Equality Act 2010](#),
- [The Public Sector Equality Duty \(PSED\)](#),
- [Domestic Abuse Act 2021](#).
- [The National Framework for Children and Young People's Continuing Care](#)

Roles and Responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility. This policy applies to all staff, (including supply staff, volunteers, members, and trustees) in the academy and is consistent with the procedures of the three safeguarding partners (as mentioned above). Our policy and procedures also apply to extended academy and off-site activities.

The academy plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing learners for life in modern Britain.

All staff will:

- Complete online training via National College
- Attend a safeguarding update meeting at the start of the academic year (in addition there are further updates throughout the year for any new staff).
- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will fully understand:

- What to do if they identify a safeguarding issue (report verbally and in writing on the same day) and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe but that no promises can be made regarding confidentiality.
- Our systems and policies which support safeguarding.
- 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.
- 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 varied signs of child protection and wider safeguarding issues.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children may be vulnerable depending on their characteristics and can be targeted by others.
- Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Recognising Abuse and Taking Action

If you believe that a child is suffering or is likely to suffer significant harm, or is in immediate danger, you must make a referral to Children's Social Care and/or the Police without delay.

Anyone can make a referral. If you make a referral directly, you must inform the DSL as soon as possible to ensure appropriate follow-up and support.

You can report concerns about child abuse to your Local Authority.

For guidance, the West Midlands Child Protection and Safeguarding Procedures Manual which applies across all West Midlands local authorities.

Flowchart of procedures for responding to safeguarding concerns



Contact Details for Multi Agency Safeguarding Hub (MASH)

Dudley MASH (Front Door)	Sandwell MASH	Wolverhampton MASH
Telephone: 0300 555 0050 (9:00am-5:00pm) or 0300 555 8574 (out of hours).	Telephone: 0121 569 3100 – this is for both office hours and out of hours.	Telephone: 01902 555 392 (8:30am-5:00pm) or 01902 552 999 (out of hours).
All partners and providers are now expected to submit social care or early help referrals via the Dudley Social Care and Early Help Portal .	MARF Form – Report a Concern – Sandwell CSP	MARF Form – Wolverhampton Multi Agency Referral Form .

Designated Safeguarding Lead (DSL)

The DSL lead is a member of the Senior Leadership Team and takes lead responsibility for child protection and wider safeguarding (including online safety). The DSL will keep the Principal informed of any issues especially ongoing enquiries under section [47 of the Children Act 1989](#) and Police investigations. The DSL for our school is named at the start of this document on page 2.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours the Local Authority will be provided with emergency contact details for a named member of the Safeguarding Team.

When the DSL is absent, the Deputy DSLs (DDSL) provide cover. The DDSLs are named at the start of this document on page 3.

If the DSL and DDSLs are not available, the Principal will act as cover (for example, during out-of-hours/out-of-term activities and as named in the emergency contact details for the Local Authority).

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

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and multi-agency meetings and/or support other staff to do so.
- Refer suspected cases, as appropriate, to the relevant body and support staff who make such referrals directly. Liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL will also:

- Be confident that they know what local specialist support is available to support all children 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.

The full responsibilities of the DSL and deputies are set out in their job description.

In addition to the formal training, the DSL should:

- Ensure the academy's child protection policies are known, understood, and used appropriately.
- Ensure the academy's child protection and safeguarding policy is personalised and includes the names of the Safeguarding team at the beginning of the document.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and academy leadership staff.

The Designated Safeguarding Lead (DSL) and any deputies will coordinate with the three safeguarding partners and collaborate with other relevant agencies in accordance with [Working Together to Safeguard Children](#).

The DSL and Deputy/Deputies are required to complete child protection and safeguarding training at least every two years. Additionally, the DSL must undertake the 'Core Working Together for Children in Dudley', 'Threshold' training, and the Early Help process.

The DSL is responsible for facilitating formal supervision sessions for all Deputy DSLs each school term, or as required. Supervision of the DSL will be provided by the Senior Inclusion and Safeguarding Officer on a termly basis, or as necessary, who will also be available to advise on complex cases.

The DSL will produce an annual safeguarding calendar for the academy, which may be amended in response to new policies, procedures, or guidance at either the local or national level.

The DSL and Deputies are expected to update their knowledge and skills regularly, and at least annually, through methods such as e-bulletins, networking with other DSLs, or reviewing developments in safeguarding practices. Participation in Prevent awareness training and attendance at Local Authority and Trust safeguarding forums is also required.

Deputy Designated Safeguarding Leads (DDSL)

The DDSLs should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained DDSLs, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

The Designated Teacher for Children in Care

The designated teacher is responsible for championing the educational needs of children in care and previously looked after in their school and ensuring they have good quality PEP's. They are the main author and champion of the PEP within the school. The designated teacher will maintain high expectations of children in care and previously looked after and have the time to understand their needs.

The Board of Trustees

The Board of Trustees is responsible for ensuring that safeguarding and child protection are embedded across the academy. The Board will:

- Approve and review this policy annually, ensuring it remains compliant with legislation and statutory guidance.
- Hold the Principal to account for its implementation.
- Be aware of its legal obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Appoint a senior board-level lead for safeguarding to monitor the policy's effectiveness. This person will be separate from the Designated Safeguarding Lead (DSL).
- Ensure the DSL has appropriate status, authority, and sufficient time, training, funding, and resources to fulfil the role effectively.
- Oversee that online safety is a consistent and integrated theme across safeguarding policies and school practice.
- Ensure that the leadership team and relevant staff:
 - Understand the IT filtering and monitoring systems in place,
 - Manage these systems effectively, and
 - Know how to escalate concerns appropriately.
- Ensure procedures are in place to address low-level concerns or allegations involving all staff, including supply staff, volunteers, and contractors.
- Ensure this policy reflects the fact that children with SEND or certain health conditions may face additional barriers to having their safeguarding needs recognised and met.
- Act appropriately in line with policy and guidance. In particular, the Chair of Trustees will act as the 'case manager' if an allegation is made against the Principal (see [Appendix 3](#)).
- Ensure all Trustees read Keeping Children Safe in Education (KCSIE) in full.
- Ensure all Trustees receive appropriate safeguarding training,

The Principal

The Principal has overall responsibility for safeguarding and child protection within the school. While day-to-day responsibilities may be delegated to the DSL, the Principal remains accountable for ensuring that effective safeguarding practices are in place and consistently followed.

Key responsibilities include:

- Acting as the 'Case Manager' in the event of an allegation of abuse made against a member of staff or volunteer, where appropriate.
- Making decisions regarding low-level concerns, in consultation with the DSL where necessary.

- Line managing the DSL to ensure they are confident, supported, and effective in their role. This is achieved through regular line management meetings, internal safeguarding audits, and ongoing monitoring of safeguarding practices.

The Principal ensures that safeguarding remains a whole-school priority and that all staff are held to the highest standards in protecting learners.

The Local Advisory Committee (LAC)

All members of the LAC must receive safeguarding training to understand their roles and support a whole-school safeguarding approach. Training is refreshed annually. The Chair receives additional training on managing allegations, as they may act as case manager if an allegation is made against the principal.

The DSL conducts half-termly reviews of the LAC's safeguarding practices, including checks of the Single Central Record (SCR), to promptly identify risks. Findings are recorded and reported to the LAC to ensure transparency and accountability.

The LAC is responsible for meeting safeguarding duties, including multi-agency collaboration in line with Working Together to Safeguard Children. It must ensure safeguarding is effective throughout school leadership and appoint a Safeguarding Link Governor, who carries out regular visits, completes termly safeguarding audits, and reports to the LAC to support ongoing oversight and improvement.

Early Help (Level 2)

Early Help is the provision of timely and targeted support to children, young people, and their families as soon as emerging needs are identified. It can be offered at any stage in a child's life, from the early years through to adolescence. The earlier support is provided, the more likely it is that difficulties can be addressed before they escalate and require more intensive intervention.

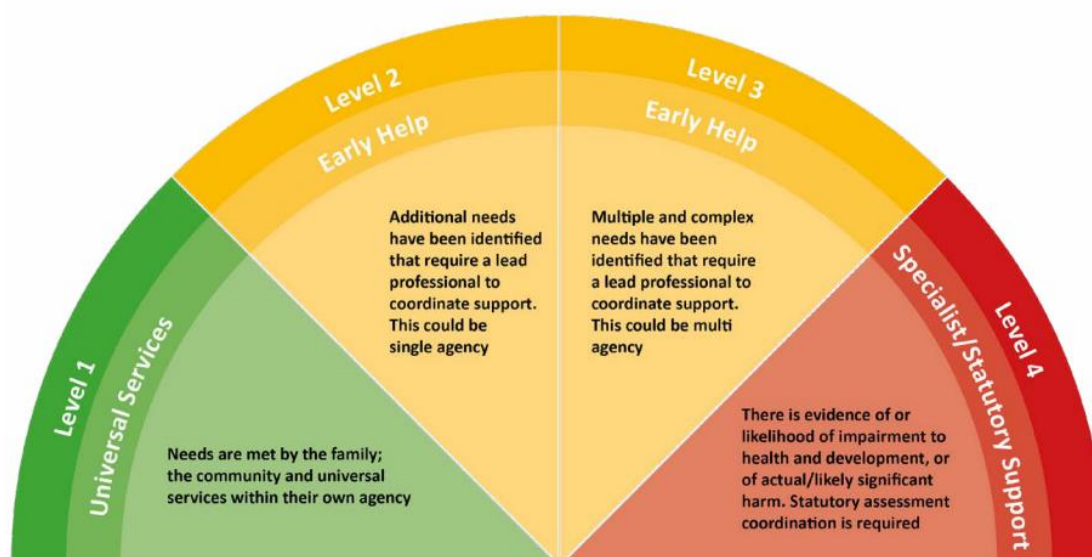
At our school, staff are committed to identifying needs as early as possible and offering appropriate Early Help. With parental consent, we will assist families in completing an Early Help Assessment and submit this to the Local Authority where the family resides. This collaborative approach ensures the right support is offered at the right time.

- Early Help can support families with a range of concerns, including:
- Worries about your child's health development or behaviour
- You might be worried about how they are doing at school
- You might have worries about money or housing and how that is affecting you
- Your child and family may be affected by domestic abuse, drugs, alcohol, ill health or crime

Targeted Early Help (Level 3)

Families receiving Early Help at Level 2 may be eligible for Targeted Early Help Intervention, typically delivered over an 8–12 week period to address specific identified needs.

Where this level of support is appropriate, the DSL will complete a request for support and submit it, along with a copy of the current Early Help Plan, to the relevant Local Authority services.



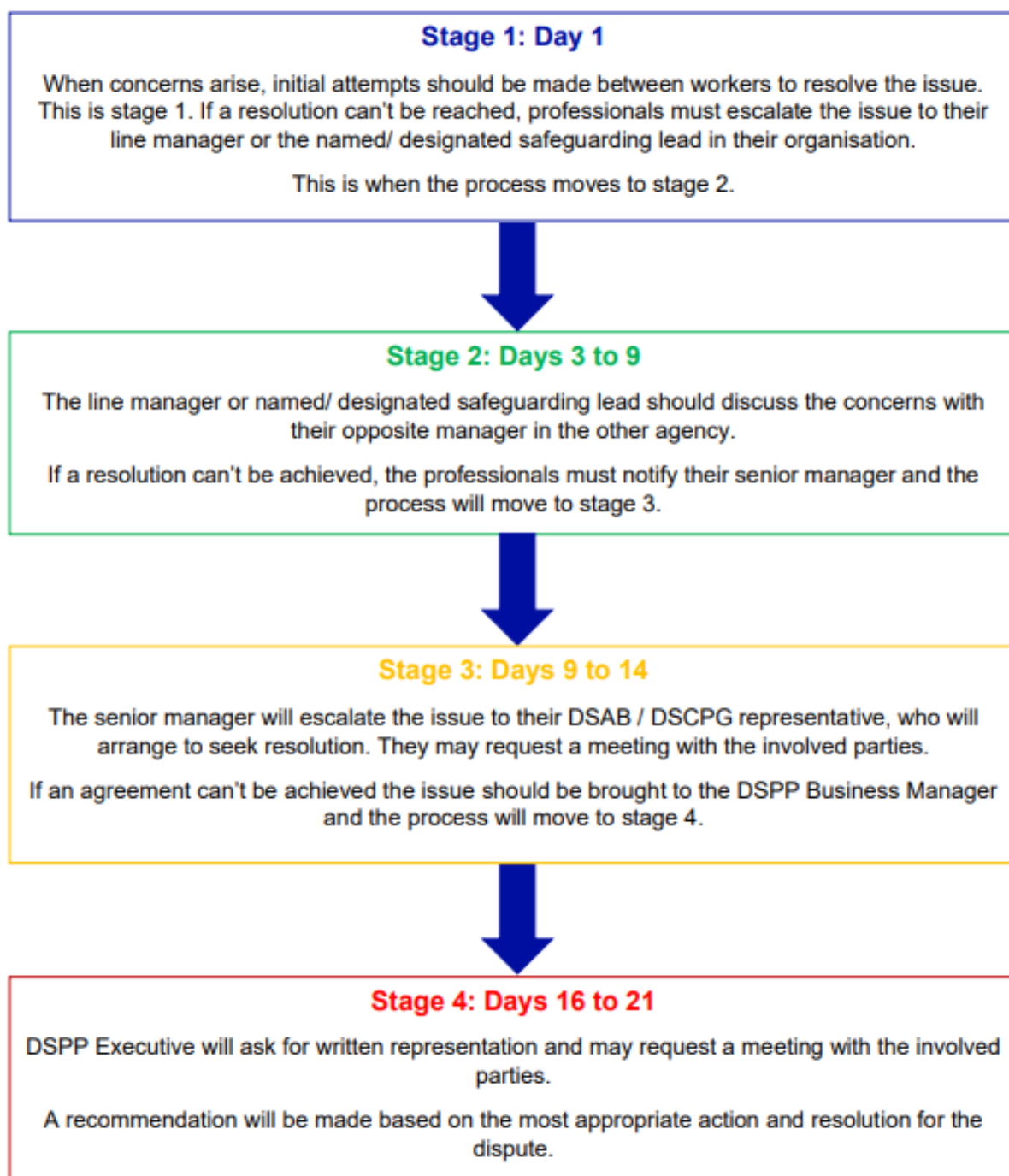
Professional Challenge

When working collaboratively with practitioners from other agencies, differences of opinion or concerns about professional practice may arise, particularly in relation to decisions affecting the safety or wellbeing of a child, young person, or family.

If a member of staff believes that another practitioner or agency is not acting in the best interests of a child, young person, adult, or family, they have a duty to respectfully challenge that practice. Where concerns cannot be resolved through initial discussions, they must be escalated appropriately in accordance with the procedures outlined below.

Constructive professional challenge is a key part of effective multi-agency working and is essential to ensuring the best outcomes for children and families. All staff are expected to act confidently, respectfully, and in line with safeguarding protocols when raising or

escalating concerns.



Information Sharing and Confidentiality

Safeguarding children sometimes requires sharing sensitive information. While we respect confidentiality, the safety of the child always comes first.

Staff must follow the Trust's Information Security Policy and Data Protection Policy when handling personal or sensitive data. These outline how to share and store information lawfully and securely.

- [View Information Security Policy.](#)
- [View Data Protection Policy.](#)

There are times when information can be shared without consent, such as when a child is at risk of harm. If the DSL is unsure, they must speak to the Principal first and, if needed, contact the Trust's Compliance Officer.

All decisions about sharing information should be recorded clearly, including advice taken and reasons for sharing or not sharing.

Notifying Parents/Carers

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

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

- Meet with the victim's parents/carers, with the victim, to discuss what is 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/carers to discuss support for them, and what is 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).

Record-Keeping

We hold records in line with our records retention schedule and GDPR requirements.

All safeguarding concerns, discussions, decisions, and the reasons behind those decisions are recorded in writing. This includes instances where referrals are made, or not made, to other agencies such as local authority children's social care or the Prevent programme. When in doubt about recording, staff consult the Designated Safeguarding Lead (DSL).

Our records include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- Notes of any actions taken, decisions made, and outcomes.

All concerns and referrals are kept in separate child protection files for each child.

Non-confidential records are readily accessible, while confidential information and records are securely stored and only accessible to those with a professional need or legal right to view them.

Safeguarding records related to individual children are retained for a reasonable period after they leave the academy.

When a child with safeguarding concerns moves to another school, the DSL ensures their child protection file is forwarded promptly and securely, separate from the main learner file. This transfer occurs within:

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

If concerns are significant, complex, or social services are involved, the DSL contacts the receiving school's DSL to share relevant information and allow time to prepare for the child's arrival and safety.

We share information appropriately with other agencies in line with local safeguarding procedures.

Additional details on record-keeping are provided in:

- [Appendix 2](#): Recruitment and pre-employment check records.
- [Appendix 3](#): Records related to allegations of abuse against staff.

Multi-agency Working

We are committed to working in partnership with other agencies in line with Working Together to Safeguard Children and Keeping Children Safe in Education.

Our school recognises that effective multi-agency collaboration is essential to safeguarding and promoting welfare of children. We will contribute to multi-agency working by:

- Sharing relevant information promptly and appropriately.
- Attending and contributing to multi-agency safeguarding meetings.
- Engaging with early help and statutory services as required.
- Adhering to local safeguarding procedures, including those set by the Dudley Safeguarding People Partnership Board (DSPPB).
- Following the [West Midlands Regional Safeguarding Procedures](#).

Looked-After and Previously Looked-After Children

We ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We 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 school heads.

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 school 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.

Virtual School Heads (VSH)

The Virtual School Head (VSH) is a statutory role responsible for promoting the educational achievement of looked-after children and previously looked-after children. Every local authority has an appointed VSH to ensure that the children receive appropriate support, monitoring, and access to education that meets their individual needs.

The VSH works in partnership with schools, social workers, carers, and other professionals to:

- Monitor the progress and attainment of looked-after and previously looked-after children;
- Support schools in meeting the needs of these pupils/learners, including those with additional vulnerabilities;
- Provide advice and guidance on the use of Pupil Premium Plus (PP+) funding;
- Ensure effective Personal Education Plans (PEPs) are in place, reviewed regularly, and contribute positively to outcomes.

In school, the designated teacher is the key point of contact for the VSH. They are responsible for working closely with the VSH to ensure that all looked-after and previously looked-after children are supported to thrive educationally, socially, and emotionally.

Where there are concerns about the education or wellbeing of a looked-after child, school staff should consult with the designated teacher and liaise with the VSH as appropriate to ensure timely support and intervention.

Private Fostering

According to UK law, a child under the age of 16 (or 18 if they have a disability) living with someone who is not a close relative for 28 days or more is considered to be in a 'private fostering' arrangement. This is a private agreement between the parent and the caregiver, who can be an extended family member (such as a cousin or great aunt), a family friend, the parent of the child's friend, or someone previously unknown to the family.

It is not considered private fostering if the child lives with a close relative, which includes parents, grandparents, siblings, uncles, or aunts (whether related by blood or marriage).

Privately fostered children might include:

- Children or young people sent to the UK for education or health care by their parents from overseas.
- Teenagers living with a friend's family because of conflicts at home.
- Children living with a friend's family due to their parents' work or study commitments that involve unsociable hours, making regular daycare or after-school care impractical.
- Children staying with another family due to parental separation or divorce.
- Overseas learners staying with a host family during school holidays while attending boarding school in the UK.

Young Carers

Our academy recognises and supports learners who take on significant caregiving responsibilities for family members, referred to as young carers. These responsibilities may encompass physical or emotional care and often involve challenges that go unnoticed by others. Common situations include:

- Providing assistance due to a family member's physical or mental disability.
- Supporting a family member coping with a long-term, life-limiting illness.
- Addressing challenges related to mental health issues within the family.
- Assisting family members dealing with alcohol or drug abuse.
- Providing care due to age-related frailty.

We understand that many families may not openly share their circumstances due to concerns about social care involvement. As a result, our designated safeguarding lead (DSL) or a deputy maintains a confidential record of learners identified as young carers.

Our commitment to supporting young carers is integral to our safeguarding efforts. Data pertaining to young carers will be presented at Local Advisory Committee meetings, and relevant information will be included in school census submissions.

We strive to create a nurturing environment where young carers feel valued and supported in their dual roles as learners and caregivers.

Learners with Special Educational Needs and Disabilities

- 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 disability without further exploration.
- Learners being more prone to peer group isolation than other learners.
- The potential for learners with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in overcoming 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.

Learners with SEND are less able to protect themselves from abusers; if a learner with SEND has trouble, they may feel they have no one to confide in. Other reasons why learners with SEND can be more at risk include the following:

- They may be afraid to confide in someone.
- They have an increased risk of being bullied.
- Some learners with SEND rely on adults for everything, including personal care, and this vulnerability puts them at a greater risk of being harmed or abused.
- If they have been harmed before they may not want to speak out again in fear of being disbelieved or blamed.
- Staff may not be able to spot the signs of abuse in children with SEND.

To address these additional challenges, learners with SEND may require extra pastoral support. The additional vulnerabilities of learners with SEND and the academy's duty to make reasonable adjustments should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEND or medical conditions.

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

Learners with a Social Worker

Learners may need a social worker due to safeguarding or welfare needs. Learners may need this help due to abuse, neglect and complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The Local Authority will share the fact a learner has a social worker and the DSL, and all members of staff will work with and support social workers to ensure any decisions are made in the best interests of the learner'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 to promote positive educational outcomes.

Support for LGBTQ+ Learners, Including Those Questioning Their Gender Identity

As a school, we safeguard the rights, wellbeing, and dignity of all our learners, including those who are lesbian, gay, bisexual, transgender, or questioning their gender identity. We promote a culture of kindness, respect and inclusion throughout our school community.

We actively challenge any form of bullying, discrimination or harassment, including inappropriate language or so-called ‘banter’. We create safe spaces where all learners feel valued, respected and supported.

Our staff provide inclusive support and treat every learner as an individual. We listen to learner voice through learner leadership and focus groups and use this feedback to help shape our inclusive approach.

In line with the Equality Act 2010 and the 2025 Supreme Court ruling, we follow these safeguarding principles:

- We use biological sex when organising single-sex spaces such as toilets, changing rooms, residential accommodation and sex-based PE or sport.
- Learners access these spaces and activities based on their biological sex.
- Where appropriate, we make individual arrangements that are lawful, proportionate, and based on a clear safeguarding or privacy need.
- We record and regularly review these decisions to ensure they are in the best interests of all learners.

We work closely with families and professionals and make use of trusted national and local resources, including:

- [NSPCC: Guidance on gender identity and support for children.](#)
- [BeeHive \(The What Centre\): Local LGBTQ+ counselling and support services.](#)

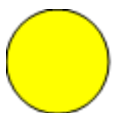
Visitors to the Academy

All visitors must follow the academy’s procedures for signing in, identification, and supervision while on site. Safeguarding checks, including identity and DBS verification where required, will be carried out in line with statutory guidance.

For full details regarding visiting speakers and professional visitors, please refer to the academy’s [Visiting Speaker Policy](#).

To support our safeguarding procedures and ensure that all staff and visitors can be easily identified and appropriately supervised, the following lanyard colour system is in place across all Dudley Academies Trust schools:

Lanyard Colour	Meaning
	Worn by individuals employed by Dudley Academies Trust, including school-based staff, central Trust staff, and regular visitors employed within the Trust, all of whom have undergone full Disclosure and Barring Service (DBS) checks. These individuals are permitted to move around the school unsupervised .
	Worn by external visitors who have provided evidence of a satisfactory DBS check and are on site to work directly with learners or participate in learner-related activities. These visitors do not require supervision while carrying out their work.

	Worn by contractors or other visitors who hold a DBS certificate but are not present to work with or engage with learners. These individuals do not need to be supervised; however, they must not interact with learners . Any interaction should be reported to a member of staff.
	Worn by visitors who do not have DBS clearance and are not permitted to have contact with or observe learners. They must be accompanied by a member of staff at all times . Any unaccompanied red lanyard visitor should be reported immediately.

Searching, Screening and Confiscation

To help ensure the safety and wellbeing of all learners and staff, the school may carry out searches and screening in line with statutory guidance. Authorised staff may search pupils or their possessions where there are reasonable grounds to suspect possession of prohibited items such as weapons, illegal substances, stolen property, or items likely to cause harm or disruption.

Screening, including the use of scanning equipment, may also be used as a preventative safeguarding measure. All procedures are conducted respectfully, lawfully, and in accordance with the school's policies.

For full guidance, please refer to the school's Security Screening Policy and Behaviour Policy, both of which are available on our website [here](#).

Restraint and Use of Physical Force

In line with our Behaviour Policy, the use of reasonable force may be necessary in specific circumstances to safeguard learners and maintain a safe school environment. While such actions should always be a last resort, staff are legally permitted to use reasonable force when required to prevent harm or maintain order.

Reasonable force may be used:

- To prevent a learner from committing a criminal offence, injuring themselves or others, or causing significant damage to property (including their own).
- To prevent behaviour that disrupts the good order and discipline within the academy.
- To defend themselves or others from physical attack, provided the force used is not excessive or disproportionate.
- When conducting a search without consent for prohibited items, as outlined in the Behaviour Policy, and only where reasonable force is judged to be appropriate in the circumstances.

Wherever possible, staff will seek to de-escalate situations through calm, clear communication before considering any form of physical intervention. If there is an immediate risk of harm, learners not involved will be removed from the area and assistance from senior staff will be sought promptly.

All instances involving the use of reasonable force are formally reported, documented, and reviewed in accordance with Trust procedures. Parents/carers are informed when appropriate.

Any incident involving restraint or physical force is promptly recorded by the staff involved. This is completed by sending an email to the Behaviour Manager, Assistant Principal of Inclusion and Learner Well-being, and the Principal.

For further detail, please refer to the Trust's [Behaviour Policy](#).

Mobile Phones and Cameras

The academy recognises that personal communication through mobile technologies is an integral part of daily life for learners, staff, and parents/carers. However, the use of these technologies must be safe, appropriate, and in line with legal and academy policies. For further guidance please consult the Online Safety Policy and Professional code of conduct??. The following guidelines are in place to ensure the protection and safeguarding of all learners:

Learner Mobile Phone and Device Use:

- Any learner mobile phone or device seen or heard is in violation of academy policies and will be confiscated immediately to ensure the safety and well-being of all learners.

Staff Mobile Phone Use:

- Staff may bring personal mobile phones to the academy, but their use is limited to non-contact times when learners are not present. Personal phones must be kept in bags or cupboards during contact time with learners.
- Staff must not use personal phones to contact children or parents/carers.

Use of Recording Equipment:

- Staff are prohibited from using personal phones for recording or photographing learners. Any legitimate recordings or photographs must be taken with academy-provided equipment such as cameras, iPads, or academy phones.
- The academy adheres to the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 when taking and storing photos and recordings.

Data, Bluetooth, and Social Media Settings:

- Staff must turn off 3G/4G/5G data access while on academy premises.
- Bluetooth and similar communication functions (e.g., AirDrop) must be set to 'hidden' or turned off to prevent unauthorized access by learners.
- Staff should be vigilant about turning off Bluetooth and similar functions to avoid incidents where learners might link to staff devices and access inappropriate material or personal information.

- Staff must not use social media apps, such as WhatsApp, for any school-related business. All communication for school purposes should be conducted through official academy channels to ensure compliance with UK GDPR regulations.

Compliance and Monitoring:

Random checks may be performed by the Designated Safeguarding Lead (DSL) without warning, using the AirDrop App to scan for nearby devices with active wireless carriers and AirDrop applications.

Staff Misuse of electronic devices

If staff members have any concerns regarding the misuse of electronic devices, they should promptly report these concerns to the Principal. Complaints about staff misuse of mobile devices will be addressed following the procedures outlined in the academy's Disciplinary Policy. Ensuring proper conduct and adherence to these guidelines is crucial for maintaining a safe and professional environment within the academy.

Online Safety (Including Misogyny and Use of AI)

The DSL oversees online safety, including filtering and monitoring, and works with relevant staff such as IT technicians and curriculum leads.

Staff address online safety concerns in line with the school's safeguarding, behaviour, anti-bullying, and social media policies. They apply internal support or sanctions where appropriate and escalate serious concerns to external agencies, following local safeguarding procedures.

We use a wide range of technology including, computers, tablets, mobile devices, the internet, email and learning platforms. Staff ensure all school owned systems are used in accordance with acceptable use policies and with appropriate safety measures in place.

Staff follow clear policies on the use of mobile and smart technology, such as phones, cameras, and wearable devices, in line with KCSIE. These policies are communicated to and understood by the school community.

Staff protect children from harmful online content, including abuse, bullying, radicalisation, misinformation, and misogyny. They remain alert to any signs that a child may be at risk, both in school and online.

When supporting online learning, whether in school or at home, staff follow all relevant safeguarding procedures.

Staff use emerging technologies, including AI tools (e.g. chatbots, content generators), safely, responsibly, and under appropriate supervision, in line with school guidance.

Further details are provided in the Trust's [Online Safety Policy](#).

Complaints and Concerns about Academy Safeguarding Policies

Complaints against Staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see [Appendix 3](#)).

Other Complaints

If parents/carers that relate to a possible safeguarding issue raise concerns, the matter will be referred to the designated safeguarding lead or the senior leadership team and will be handled in line with the Child Protection and Safeguarding Policy. If the concerns related to the premises, the Principal would work collaboratively with the operations team to investigate the concerns further and take action if required.

Whistleblowing

The academy has a separate whistle-blowing policy that covers concerns regarding the way the academy safeguards learners – including poor or unsafe practice, or potential failures.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime and know that the senior leadership team will take such concerns seriously.

Where a staff member feels unable to raise an issue, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)
- The [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their academy. Staff can call the NSPCC Whistleblowing Advice Line on 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Monitoring Arrangements

This policy will be reviewed annually (or before if, significant changes are made to statutory frameworks). At every review, the Board of Trustees will approve it.

Appendix 1: Abuse, Neglect and Exploitation

All our staff are trained to recognise the signs of abuse, neglect, and exploitation. They understand that children can be at risk of harm in a variety of settings, including within and outside our school, at home, in the community, and online. Staff are expected to exercise [professional curiosity](#) and to remain vigilant at all times. This proactive approach is essential for the early identification of children who may need help or protection.

We recognise that abuse, neglect, exploitation, and other safeguarding concerns are rarely isolated incidents. Our staff, particularly the DSL and their deputies, will always consider the broader context of any concern. This includes the potential for extra-familial harm, where children may be at risk of abuse or exploitation in environments beyond the family home. Such risks can take many forms, and children may be vulnerable to multiple, overlapping harms.

Staff are also acutely aware of the role that technology plays in safeguarding and well-being issues. Children can be abused online as well as in person, and often both occur simultaneously. Online abuse can include peer-on-peer abuse such as cyberbullying, harassment, the sharing of misogynistic or misandrist content, and the non-consensual distribution of indecent images. Abuse can also occur through chat groups or social media platforms, where inappropriate content, including pornography, may be shared with individuals who do not wish to receive it.

Abuse: a form of maltreatment of a child. It may involve inflicting harm or failing to act to prevent harm. Harm can be physical, emotional, sexual, or through neglect, and includes ill-treatment that is not physical, such as emotional abuse or the impact of witnessing abuse.

This is particularly relevant in cases of domestic abuse, where children may see, hear, or experience its effects, even if they are not directly targeted.

Abuse can occur in the home, school, or wider community. It may be carried out by someone known to the child, or more rarely, by a stranger. Abuse can also happen online or be facilitated by technology.

Children may be abused by adults or by other children (child-on-child abuse).

Physical Abuse: involves causing physical harm to a child through actions like hitting, shaking, burning, drowning, or suffocating. It also includes Fabricated or Induced Illness (FII), where a parent/carer deliberately makes a child appear ill or causes illness.

FII is rare but serious and requires a careful, multi-agency approach to investigate all evidence. Professionals must stay open-minded to avoid missing important information. We follow national guidance, including [Safeguarding Children in Whom Illness is Fabricated or Induced](#) to ensure a thorough and coordinated response.

Emotional Abuse: is the persistent maltreatment that harms a child's emotional development. It may involve making a child feel worthless, unloved, or only valued for meeting others' needs. This can include silencing, mocking, or ignoring the child's views, imposing unrealistic expectations, overprotection, or limiting normal social interaction.

It also covers witnessing abuse of others, serious bullying (including online), exploitation, or corruption. Emotional abuse often occurs alongside other types of abuse but can happen on its own.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, which may or may not involve physical contact or violence, and whether or not the child understands what is happening. This includes contact acts like rape, oral sex, kissing, or touching, as well as non-contact activities such as showing or producing sexual images, watching sexual acts, grooming, or encouraging inappropriate sexual behaviour.

Sexual abuse can occur online or offline, often with technology facilitating abuse. It is not only committed by adult males; women and other children can also be perpetrators. Sexual abuse between children is a specific safeguarding concern in education, and all staff are familiar with the relevant policies and procedures.

Neglect: is the persistent failure to meet a child's basic physical or psychological needs, risking serious harm to their health or development. It can begin during pregnancy, often due to maternal substance abuse.

After birth, neglect may involve a parent/carer failing to:

- Provide adequate food, clothing, shelter, or abandoning the child
- Protect from physical or emotional harm
- Ensure proper supervision
- Provide access to medical care
- Ensure suitable education

Neglect also includes ignoring a child's basic emotional needs.

Appendix 2: Safer Recruitment and DBS Checks

The school follows the statutory guidance set out in the most recent version of Keeping Children Safe in Education (KCSIE) to ensure all recruitment and vetting procedures promote the safety and welfare of children.

This section should be read in conjunction with the school's Recruitment and Selection Policy, which sets out the overarching approach to recruitment. Together, these policies ensure that safer recruitment practices are embedded at every stage of the recruitment lifecycle.

Every interview panel will include at least one member who has completed safer recruitment training, which is updated every two years, to ensure current best practice is followed.

The recruitment process will include:

- Verifying identity and right to work in the UK.
- Requesting written references (not open references) before interview and verifying them directly with referees.
- Reviewing employment history and exploring gaps or inconsistencies.
- Checking mental and physical fitness to carry out responsibilities.
- Performing qualification checks.
- Conducting prohibition from teaching and Section 128 checks, where applicable.

All job descriptions and adverts contain a safeguarding statement outlining the safeguarding responsibilities of the post holder and the requirement for relevant pre-employment checks.

Shortlisted candidates are asked to complete a criminal self-declaration. Any disclosed information is discussed during the interview, which also includes safeguarding-related questions. Records of these discussions are securely maintained on employee files.

An online search of publicly available information is carried out on shortlisted candidates as part of our due diligence process, in line with KCSIE guidance, to identify any potential safeguarding concerns.

The correct level of Disclosure and Barring Service (DBS) certificate is obtained for all staff and volunteers, including barred list checks for those working in regulated activity. Any offer of appointment is conditional on satisfactory completion of all pre-employment checks.

Types of DBS Checks

Type Of Check	What The Check Involves	Positions Eligible for This Level of Check
Standard check	Checks the Police National Computer (PNC) records for convictions, cautions, reprimands, and warnings.	Positions covered by an exempted question under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Includes the Standard Check plus additional police	Positions covered by an exempted question under

	information such as allegations or interviews where a chief police officer deems it relevant and appropriate to disclose.	the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, and the Police Act 1997 (Criminal Records) Regulations 2002.
Enhanced criminal record check with children's and/or adult's barred list information	Includes the Enhanced Check plus checks against the DBS Children's Barred List and/or Adults' Barred List.	Positions eligible for an enhanced check and listed under the Police Act 1997 (Criminal Records) (No. 2) Regulations 2009 as qualifying for barred list checks.

A Single Central Record (SCR) is maintained for all staff, governors, trustees, volunteers (where appropriate), and others working in our school. Relevant documents, such as identity and right-to-work checks, are securely stored in employee files, following data protection and retention guidance.

The school obtains written assurance from agencies, contractors, and alternative provision providers that appropriate safeguarding checks have been completed. Identity is verified on arrival.

For volunteers, the school:

- Never allows unsupervised access without appropriate checks.
- Carries out enhanced DBS and barred list checks where required by law.
- Uses a risk-based approach when a full DBS check is not legally required.

For trainee teachers and governors:

- Checks are confirmed with training providers for fee-funded trainees.
- Salaried trainees and governors undergo the same safer recruitment checks as staff.
- Section 128 checks are completed for all individuals in management positions.

Where learners stay with host families or undertake work experience, the school ensures that appropriate safeguarding checks are completed in line with statutory guidance.

If concerns arise about existing staff, or if a change in role brings new safeguarding responsibilities, full recruitment checks are reinitiated. The school refers any individual to the DBS who has caused harm or poses a risk of harm to a child or vulnerable adult.

We record all information on the checks carried out in the academy's single central record (SCR). Copies of these checks, where appropriate, are held in individuals' staff files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appendix 3: Allegations of Abuse Made Against Staff (including low-level concerns)

We take any allegation of abuse made against a member of staff, including supply staff, volunteers, and contractors, extremely seriously. Allegations are dealt with promptly, fairly, and in line with statutory guidance to ensure the ongoing safety and wellbeing of children, while also safeguarding the rights of those accused.

All concerns or allegations are reported immediately to the Headteacher/Principal or the Designated Safeguarding Lead (DSL). Where appropriate, the Local Authority Designated Officer (LADO) is contacted to provide advice and oversee the management of the allegation.

Staff are actively encouraged to raise any concerns about the behaviour or conduct of colleagues or any practices within the school that may put children at risk. Our Whistleblowing Policy provides clear guidance on how to report such concerns confidentially and without fear of reprisal.

If concerns cannot be raised internally, staff may contact:

- [NSPCC Whistleblowing Advice Line](https://www.nspcc.org.uk/what-we-do/our-services/whistleblowing/): 0800 028 0285 (8:00 AM – 8:00 PM, Mon–Fri)
Email: help@nspcc.org.uk.
- [General guidance: GOV.UK – Whistleblowing](https://www.gov.uk/guidance/whistleblowing).

You can access our Whistleblowing Policy [here](#).

The LADO is responsible for managing all allegations made against adults who work or volunteer with children and young people. This includes paid employees, volunteers, supply staff, agency workers, and other adults in a position of trust.

A referral to the LADO must be made if it is alleged that a person working with children has:

- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child or children in a way that suggests they may pose a risk of harm.
- Behaved in a way that may indicate they are unsuitable to work with children.

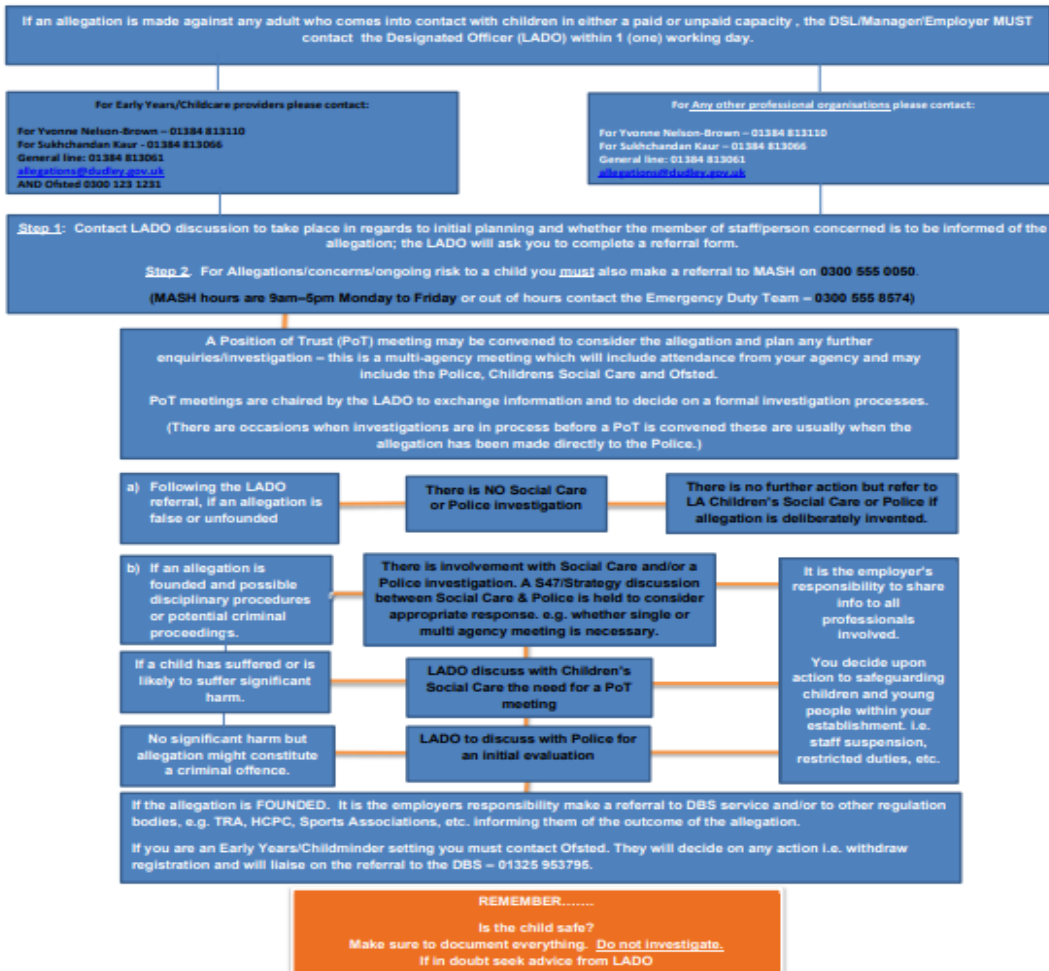
Before making a formal referral, the LADO will be contacted for an initial consultation. If a referral is necessary, it will be submitted using both a Request for Support form and a Position of Trust Referral form, sent to: allegations@dudley.gov.uk.

Please refer to the flow chart below for a visual overview of the allegation management procedure.

It is your duty to IMMEDIATELY report concerns to your Designated Safeguarding Lead (DSL)/Manager. If you feel that your concern has not been dealt with appropriately you have a duty to report your concern directly.

As defined by Working Together (2018) and Keeping Children Safe in Education (2021) - an allegation has been made whereby a person working (employed or volunteer) with children may 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 they 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



Low Level Concerns

We are committed to promoting a culture of openness and accountability, where all concerns about adults working with or on behalf of the school are taken seriously, no matter how minor they may seem.

A low-level concern is any behaviour that may be inconsistent with the staff code of conduct but does not meet the threshold for referral to the Local Authority Designated Officer (LADO). This includes behaviour that:

- Has harmed or may have harmed a child.
- May constitute a criminal offence against or related to a child.
- Suggests the adult may pose a risk of harm to children.
- Indicates they may not be suitable to work with children (including conduct outside of school).

All low-level concerns are reported to the Headteacher/Principal or Designated Safeguarding Lead (DSL) without delay. These are recorded and reviewed in line with our safeguarding procedures and escalated where appropriate.

Allegations against individuals no longer working at the school and historical concerns, will be referred to the police.

Further guidance is available in our Low-Level Concerns Policy, which supports our commitment to safeguarding and the principles outlined in [Keeping Children Safe in Education \(KCSIE\)](#).

You can access our Low-Level Concerns Policy [here](#)

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Appendix 4: Specific Safeguarding Issues

Below is important additional information about specific forms of abuse and safeguarding issues. If any member of staff has any concerns about a child's welfare, they should act on them immediately. They should follow this policy and speak to their DSL (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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

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. Individuals or groups, males or females, and children or adults can perpetrate the abuse. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE 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.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking 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.

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. Males or females, and children or adults can perpetrate the abuse. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. 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.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also 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. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend.
- Suffering from sexually transmitted infections or becoming pregnant.

Further detail and definitions can be found in the Department for Education's guidance on child sexual exploitation:

Child sexual exploitation: [Definition and guide for practitioners \(DfE\)](#)

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.

If a child is thought to be at risk or discloses they are suffering sexual exploitation, the DSL will follow the [Section 47](#) referral as described above. The DSL will also complete an Exploitation Screening Tool and a Police referral, sending them all to the MASH.

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." This activity can happen locally as well as across the UK - no specified distance of travel is required.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, learner referral units, special educational needs schools, children's homes, and care homes.

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.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing and are subsequently found in areas away from their home.
- Have been the victim or perpetrator of serious violence (e.g., knife crime).

- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as 'plugging,' where drugs are concealed internally to avoid detection.
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- Owe a 'debt bond' to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

If a child is suspected to be at risk of or involved in county lines, or a child discloses Criminal Exploitation, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. The matter will be referred to the MASH to establish Threshold levels. It will usually require a referral to the Early Help Team at Youth Offending Services; however, this will rely on parental consent being obtained. If consent is refused, then a request for support (MARF where applicable) will be completed and sent to Children's Services.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.

Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism (NRM) is available in the [Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims](#).

Serious Violence Including Knife Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm or a notable change in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. A report instigated by Ofsted [Knife Crime: Safeguarding Children and Young People in Education](#) addresses some of the factors that can contribute

to keeping children safe from crime and recommendations in an attempt to overcome some of the challenging issues.

As part of our ongoing commitment to providing a safe, welcoming, and supportive environment for all our learners, staff, and visitors, we have introduced security screening arches at the entrances to our school. This measure is part of our proactive approach to safeguarding our school community.

The security screening arches provide an additional layer of protection to help maintain a safe and secure environment for everyone. This includes:

- Strengthening the security of our school premises.
- Offering reassurance to learners, parents/carers and staff that proactive safeguarding measures are in place.
- Ensuring we continue to maintain a focus on academic progress and personal development in a safe and secure setting.

Full details can be found in our Security Screening Policy available [here](#).

Cybercrime

The use of technology has become a significant component of many safeguarding issues. CSE; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Risks can be categorised in three areas:

- **Content:** being exposed to illegal, inappropriate, or harmful material.
- **Contact:** being subjected to harmful online interaction with other users.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce:** risks such as online gambling, phishing, or financial scams.

A whole school approach is taken to online safety. We endeavour to ensure appropriate filters and appropriate monitoring systems are in place. Our Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), Relationships, Sex Education (RSE), and Health Education.

All Academies have appropriate internet filtering and monitor all activity accordingly. Please see our online safety policy for further information.

Whilst we ensure that appropriate filters and monitoring systems are in place, we are mindful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. Child acceptable user policies are in place drawn up with learners to always ensure safe access to the internet (when children use 3G/4G data on phones for example).

Sharing Nudes and Semi-Nudes

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download, **this is illegal**

Note: In exceptional circumstances, it may be necessary for the DSL only to view the image to safeguard the child or young person. That decision should be based on the professional judgement of the DSL and the reasons recorded.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.

Do not delete the imagery or ask the young person to delete it.

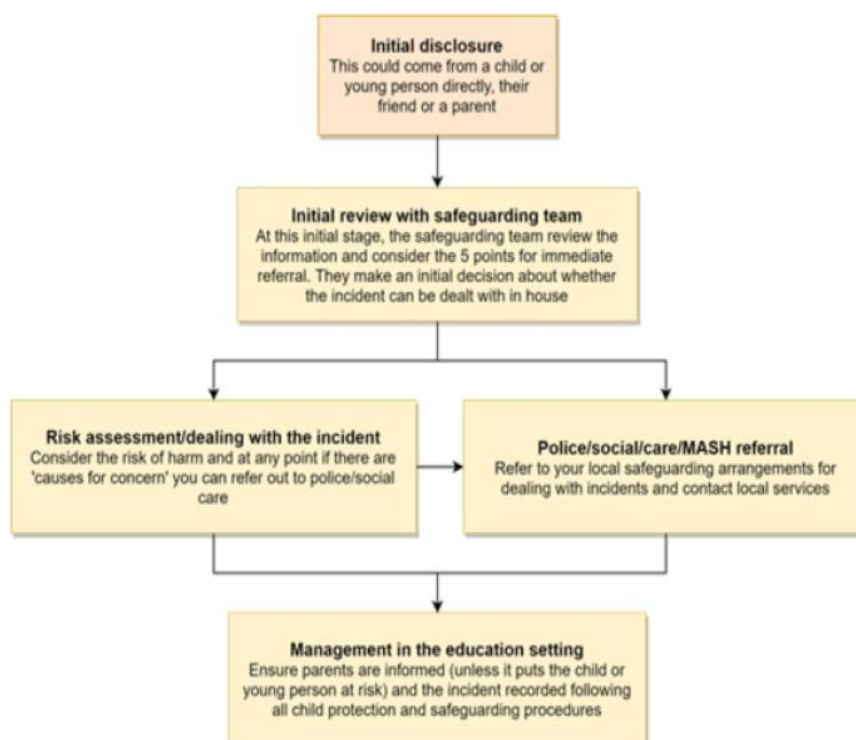
Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

The DSL will take the following action to establish the level of concern:



Adult Involved Incidents

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.

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.

Staff should refer to **Figure 1: Sexting Typology (Finkelhor and Wolak)** below, which categorises youth-produced sexual images as either **aggravated** (including adult-involved incidents) or **experimental**. This diagram supports staff and safeguarding leads in identifying the nature of incidents and ensuring the correct **safeguarding and referral pathways** are followed.

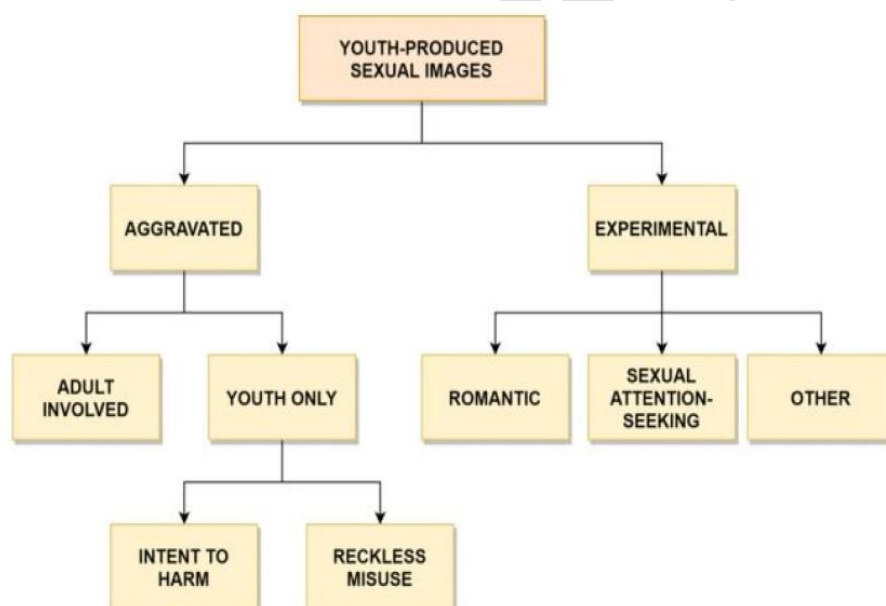


Fig 1: Sexting, a typology (Finkelhor and Wolak)

Artificial Intelligence

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 Bard.

We recognise 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.

We will treat any use of AI to access harmful content or bully learners in line with this policy and our anti-bullying/behaviour policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

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 school and online. It can also take place both face-to-face and online and can occur simultaneously between the two.

Our academy has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that does not mean that this kind of abuse is not happening.

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 (this is sometimes known as 'teenage relationship abuse').
- Physical abuse such as 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 nudes and semi-nude images and or videos (also known as, sexting or youth produced sexual imagery). Please see UKCIS guidance 'Sharing nudes and semi-nudes advice for education settings'.
- Upskirting. The Voyeurism (Offences) Act 2019 ("upskirting"), typically involves someone 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 a criminal offence. Anyone of any gender can be a victim.
- Sexting (also known as youth produced sexual imagery)

- 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 include an online element).
- Gender-based violence, including sexism and misogyny. This includes in person, as a group, online or any form of communication.

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who do not want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

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.

Staff are clear as to the academy's policy and procedures about child-on-child abuse as defined in the anti-bullying, academy behaviour policy and broader child protection procedures. Staff understand that even if there are no reports it does not mean it is not happening. As such, it is vital that if staff have any concerns regarding child-on-child abuse, they should immediately speak to their DSL (or Deputy DSL).

Sexual Violence and Sexual Harassment between Children in Schools

Sexual violence and sexual harassment can occur between two children of any age and sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to have an adverse effect on their educational attainment.

At our academy we aim to support these learners to access their education and receive the correct specialist support, by working in partnership with the Police and children's services. We are clear that sexual violence and sexual harassment is not acceptable, tolerated or an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual violence or harassment in school. We will apply sanctions in accordance with our Behaviour Policy.

Definition of sexual violence:

Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus, or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the

penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Definition of sexual harassment:

Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos, or drawings of a sexual nature.
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos (both often referred to as sexting).
- Inappropriate sexual comments on social media; exploitation; coercion and threats
- Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Coercing others into sharing images of themselves or performing acts they're not comfortable with online

Further information regarding our school's prevention, reporting, and response procedures for sexual and gender-based violence is available in our official policy, which can be accessed [here](#).

Hate Crime

A hate crime, or hate incident, is an act motivated by, or perceived to be motivated by, prejudice against who the victim is, or what they appear to be, in relation to their race, religion, sexual orientation, gender identity, or disability. These are known as protected characteristics. It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The Police and Crown Prosecution Service define hate crime as: "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity." Hate Crime covers a range of behaviours, including discrimination, exclusion, verbal abuse, physical assault, bullying including cyber-bullying and inciting hatred

All hate crime incidents must be reported as a safeguarding concern to the DSL. The DSL will decide on the level of the concern and either report to the Police as a crime or to the Community Safety Officer at the Local Authority.

So-Called ‘Honour-Based’ Abuse (Including FGM and Forced Marriage)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

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

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

If there are concerns or a child makes a disclosure of Forced Marriage or Honour Based Abuse, staff will inform the DSL. The DSL will follow [Section 47](#) referral through a request for support (MARF where applicable) and if needed contact the Forced Marriage Unit for further advice.

Female Genital Mutilation (FGM)

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.

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 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.
- 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 consider 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.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter 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 academy counsellor, as appropriate.

Domestic Abuse

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent/carer violence and abuse. It can be physical, sexual, financial, psychological, or emotional. It can also include ill treatment that is not physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

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.

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.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in the academy (usually the designated safeguarding lead) before the child or children arrive at the academy the following day.

[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 the academy before the child or children arrive at the academy 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.

The DSL will provide support according to the child's needs and update records about their circumstances.

[Refuge](#) runs the National Domestic Abuse Helpline, which 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.](#)
- [Black Country Women's Aid.](#)

Community Safety Incidents

Hate Crime and racist incidents

A hate crime is when someone is hostile or prejudice to another person because of their:

- race or ethnicity
- religion or belief
- sexual orientation
- gender identity
- disability

Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, offensive graffiti or letters /text messages/ emails/ comments over social media

Incidents of hate crime will be dealt with through the behaviour policy and reported to the Community Safety Officer. In some cases this could result in the incident being reported to the Police and /or Social Care.

Children and the Court System

Children are sometime required to give evidence in criminal courts, for crimes committed against them or for crimes, they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents/carers.

Children with Family Members in Prison or Custody

Approximately 200,000 children have a parent/carer sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. This offer will include children with parents/cares in custody.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a young person faces the imminent risk of becoming homeless, the DSL should contact Mash for urgent support. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property.

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Teenage Pregnancy

In accordance with the Teenage Pregnancy Pathway (see [Appendix 5](#)), the DSL will make a direct referral to the School Nursing Team to provide support for all teenage girls aged 16 or under. Referrals will be made as soon as possible to ensure support for the young person through testing, making appropriate referrals, including termination.

The DSL will inform parents/carers of any suspected or confirmed pregnancy, unless in doing so would place the child at risk of harm, including honour-based abuse.

The DSL will assess the level of need and concern and decide if a referral is required to external agencies. This will be addressed on an individual basis, considering any previous concerns.

A health lead risk assessment will be carried out for pregnant girls to remain in school for as long as possible before the birth and are supported back into school appropriately. Assistance is also given to ensure childcare is in place under the Care to Learn Scheme. Young fathers are also supported through sexual health and financial advice through Early Help.

Learners can request to see the school Nurse in confidence if over the age of 13. If a learner discloses a suspected or confirmed pregnancy to the school Nurse, they will follow their Safeguarding procedures. This may mean that parents/carers are not notified.

In addition to the above, the following are also Safeguarding concerns that will be reported to the DSL.

- Bullying (see bullying policy) including online and prejudice-based bullying.
- Racist, disability, homophobic or transphobic abuse.
- Gender Based violence or violence against women and girls.
- Use of modern technology relating to safety.
- Gangs and Youth Violence.
- Teenage Relationship Abuse.
- Sexual Health and Safety.
- Any other issue that poses a risk to the safety of a child.

Mental Health and Behaviour in Schools

Mental health and suicidal thoughts can affect anyone, of any age, of any background, at any time. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse, neglect, or potentially traumatic adverse childhood experiences, it is key that staff are aware of how this can affect their mental health, behaviour, and education.

It can be difficult to know if a child is suffering as they often keep it to themselves.

Only appropriately, trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Any member of staff or volunteer who suspects a child or young person is suffering mental health and it is a safeguarding concern, they should record, consult, and share their concerns with the DSL immediately.

Mental health support is generally delivered through a tiered model of service organisation, as shown in the table below:

Childhood Mental Health		
Tier of support	Agency providing support	Referral pathway
Tier 4	Hospital /Inpatient settings. Children's Services Level 4.	Self-referral. ICAMHS referral. Hospital referral.
Tier 3.5	ICAMHS crisis support for self-harm/suicide. Children's Services Level 4.	GP referral. CAMHS referral. A&E referral. School referral through Single Point of Access referral (SPA). ICAMHS referral.
Tier 3	CAMHS. Children's Services Level 3.	School referral through Single Point of Access referral (SPA) CAMHS referral. School referral for Targeted Early Help.
Tier 2	CAMHS early intervention (What Centre, Phase Trust or Arts of Change	School referral through Single Point of Access referral (SPA)

	Counselling).	School referral
Tier 1.5	Reflexions (CAMHS). School Nurse. Kooth Online counselling.	School referral directly to Reflexions. School referral. Self referral.
Tier 1	Mental Health First Aid. Pastoral support. Mind to be kind. Online support.	Internal school referral or self-referral. Internal referral or self-referral. PSHE curriculum. Dudley 'Happier Minds'.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

We will follow the advice of [Mental Health and Behaviour in Schools November 2018](#) to support learners whose mental health problems manifest themselves in behaviour. We will promote the welfare of our learners, which includes preventing impairment of children's health or development and taking action to enable all children to have the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance.

The Children's Wellbeing Bill is currently progressing through the House of Lords and will be incorporated into this policy once it becomes law.

Children Who Are Absent From Education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. The attendance Officer will work closely with the DSL and safeguarding team.

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.
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing 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.

Elective Home Education (EHE)

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents'/carers' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we work together with LAs, schools, and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

The academy will make a record of communications and decisions regarding EHE and log them on our safeguarding systems.

Missing Learners

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

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation, or radicalisation. 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.
- 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; come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing 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.

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 being missing, such as travelling to conflict zones, FGM and forced marriage.

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.

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Non-collection of Learners

If a child is not collected at the end of the session/day, we will ensure that the child receives a high standard of care to cause as little distress as possible.

Parents/carers of children starting at the setting are asked to provide the following specific information, which is recorded on our Registration Form:

- Names, addresses, telephone numbers of adults who are authorised by the parents/carers to collect their child from the setting, for example a childminder or grandparent.
- Any person who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

On occasions when parents/carers are aware that they will not be at home or in their usual place of work, they inform us of how they can be contacted.

On occasions when parents/carer or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents/carers how to verify the identity of the person who is to collect their child.

Parents/carers are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents/carers with our contact telephone number.

We inform parents/carers that we apply our child protection procedures as set out in our child protection and safeguarding policy if an authorised adult does not collect their children from setting within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the session/day, we follow the following procedures:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted.
- If this is unsuccessful, the adults who are authorised by the parents/carers to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents/carers or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no one collects the child after one hour and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's **Social Care Team**.
- Out of hours' duty officer **0300 555 2922**.
- The child stays at setting in the care of two fully vetted workers until the child is safely collected either by the parents/carers or by a social care worker.
- Social Care will aim to find the parent/carer or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent/carer, nor do they take the child home with them.
- A full written report of the incident is recorded on the child's Chronological report.
- Depending on circumstances, we reserve the right to charge parents/carers for the.
- Additional hours worked by our staff.

- Ofsted may be informed: **03001231231**.
- Parents/carers attending any groups, sessions or drop-ins within the organisation are responsible for their own children at all times.

Preventing Radicalisation

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.

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.

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 advancing a political, religious, or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL will undertake Prevent awareness training, including on extremist and terrorist ideologies. They will make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our academy becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our learners to stay safe online at the academy and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in learners' behaviour.

The government website [Educate against Hate](#) and charity [NSPCC](#) say that signs that a learner is being radicalised can include:

- Refusal to engage with or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities, they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.

- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour. Staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a learner, they will follow our procedures set out in '[Concerns about a Child](#)' section of this policy, including discussing their concerns with the DSL.

Staff must **always** act if they are worried.

If there are concerns about a child being radicalised under the [Prevent Duty \(2015\)](#) or they disclose extremist ideology and views, then the DSL will make a referral completing a request for support (MARF where applicable) and a Prevent Referral for Channel. Awareness of the Far-Right movement within the local area will be closely monitored. Parents/Carers will only be notified if instructed by MASH or Prevent staff.

[Channel](#) is a voluntary, confidential support programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the academy may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is voluntary at all stages.

Prevent Duty

Our school is actively involved in the Prevent strategy. The academy has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the academy and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our academy strategy for preventing extremism has five key objectives:

1. To promote and reinforce academy and British values; to create space for free and open debate; listen and support the learner voice and enable learners to develop their self-knowledge, self-esteem, and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society.
3. To ensure learner safety and that the academy is free from bullying, harassment, and discrimination.
4. To provide support for learners who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that learners and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence.

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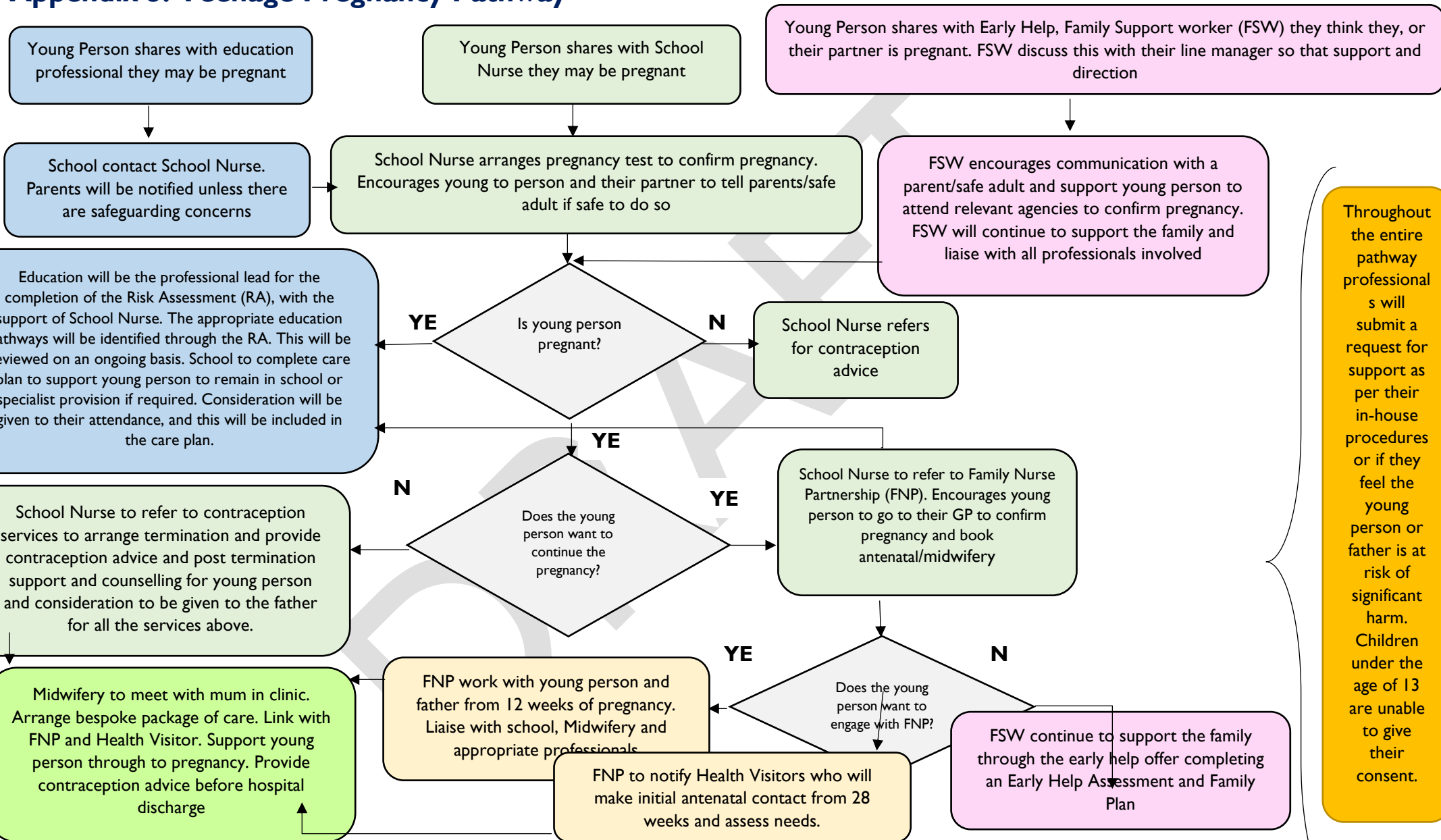
Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour. Staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a learner, they will follow our procedures set out in [‘Concerns about a Child’](#) section of this policy, including discussing their concerns with the DSL. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may involve the DSL (or Deputy DSL) making a Prevent referral.

The SPOC for our academy is Dudley Safe and Sound and the West Midlands CTU.

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Appendix 5: Teenage Pregnancy Pathway



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