# One Degree Academy

# SAFEGUARDING POLICY

| Author | KPA |
|---|---|
| Date Reviewed | Aug 2026 |

At One Degree Academy, we are committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment. Adults in our academy take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child. The Academy operates a zero-tolerance approach to abuse. All safeguarding concerns will be taken seriously, investigated appropriately and acted upon in accordance with statutory guidance and the Academy's safeguarding procedures.

This policy applies to all One Degree Academy's members, staff, governors and volunteers working in and with One Degree Academy. This policy has been developed in accordance with the requirements identified in Keeping Children Safe in Education 2026 (KCSIE 2026), which comes into force on 1 September 2026, and should be read alongside Working Together to Safeguard Children 2026.

This includes guidance on (see appendices for further information):

• child sexual exploitation (CSE)
• female genital mutilation (FGM)
• forced marriage
• anti-radicalisation and the Prevent strategy
• children missing (or absent) in education (CME)

Definition of safeguarding and promoting the welfare of children:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

• 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 enable all children to have the best outcomes.

One Degree Academy will fulfil its local and national responsibilities and have due regard to the following documents: -

- DfE 'Keeping Children Safe in Education', September 2026
- DfE 'Working Together to Safeguard Children', 2026
- Prevent Duty Guidance: England and Wales, 2023
- Ofsted 'Inspecting safeguarding in maintained schools and academies', February 2024
- Ofsted 'Inspecting safeguarding in safeguarding in early years, education and skills settings', October 2018
- Competence Still Matters: Safeguarding training for all employees and volunteers LSCB 2014
- The Children Act 1989 and 2004

- The Education Act 2002 and the Education (Independent School Standards) Regulations 2014
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2018)

All students have a right to be protected, respected, valued and to be heard. This will be achieved by:

- The identification of students at risk of suffering significant harm, exploitation or at risk of extremism
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation, or victimisation
- Raising awareness of all staff through effective communication and training
- The referral of all disclosures to the appropriate agencies
  Addressing concerns at the earliest possible stage; and
- Working in partnership with the local safeguarding partners and local multi-agency safeguarding arrangements.

1.1 Policy statement

We recognise that because of the day to day contact with children, Academy staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. One Degree Academy will therefore:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the academy whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow relevant local safeguarding procedures and multi-agency safeguarding arrangements, together with statutory guidance issued by the Department for Education. and take account of guidance issued by the Department for Education to:

- Ensure we have a nominated Leadership Team member responsible for Safeguarding
- Ensure every member of Academy staff (including temporary and supply staff and volunteers) and members of the Governing Body know the name of the designated senior person responsible for Safeguarding and their role
- Ensure all One Degree Academy staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.
- Ensure that parents have an understanding of the responsibility placed on One Degree Academy and its staff for Safeguarding by setting out its obligations in the relevant Academy prospectus and publishing our policy on the Academy website
- Notify the LADO (or DO) if there is an unexplained absence of more than three days of a pupil who is subject to a child protection plan
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences

- Keep records of concerns about children on CPOMS
- Ensure all records are kept securely; separate from the main pupil file
- Follow procedures where an allegation is made against a member of Academy staff or volunteer
- Ensure safer recruitment practices are always followed

At One Degree Academy, students are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

One Degree Academy recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children at risk. When at the Academy their behaviour may be challenging and defiant or they may be withdrawn. The Academy will endeavour to support the pupil through:

- The breadth and content of the curriculum
- The Academy ethos and values
- The Academy behaviour policy, which is aimed at supporting vulnerable students in the Academy environment
- The Academy will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is securely transferred to the new school/Academy immediately and that the child's social worker is informed
- The Academy use internal and external exclusions only as a last resort for students deemed as vulnerable or at risk

Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as student health and safety, bullying and a range of other issues. For example, arrangements for meeting the medical needs of children, providing first aid, building security, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population that need to be identified in partnership with the Local Authority e.g. gang membership and radicalisation.

Single Central Register compliance is an important part of the Academy's commitment to Safeguarding and will be monitored and signed off by:

- The Principal on a monthly basis
- The Link Governor on a termly basis

1.2 Responsibilities

1.2.1 All adults working in the Academy (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect (as defined in the latest DfE 'Keeping Children Safe' 2026 guidance) to the Designated Safeguarding Lead (DSL), deputy DSL's or to another member of the senior leadership team if any of the above are unavailable.

1.2.1 The Academy Governors will:

- Oversee the Academy's procedures in line with the One Degree Academy policy
- Appoint a Nominated Governor to liaise with the Academy's Principal and Designated Safeguarding Lead (DSL) on Safeguarding issues monitor the effectiveness of safeguarding through regular safeguarding reviews using the proforma set out in APPENDIX 10
- Receive and consider termly a report from the DSL on safeguarding students in the Academy

1.2.2 The Principal will:

- Be responsible for the implementation of the policy and procedures and ensuring that the outcomes are monitored
- Ensure that all staff, governors, parents and students are aware of the policy and procedures in place
- Select/appoint two Designated Safeguarding Lead (DSLs) - the DSL and Deputy DSL's. Consideration should be given by the Principal to the range of other responsibilities that the DSL undertakes. The DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and to be able to give time to lengthy meetings or case conferences
- Ensure that all staff understand the role of the DSL and that identification of the DSL and Deputy DSL's are clearly displayed in staff areas and any staff handbook
- Determine an appropriate annual training programme in consultation with the Designated Safeguarding Lead (DSL)
- Report annually to the Governing Body on the working of the policy

1.2.3 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies
- Being aware of the latest national and local guidance and requirements and keeping the Principal and staff informed as appropriate
- Ensuring that effective communication and liaison takes place between the Academy and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an Academy student
- Ensuring that all staff have an understanding of child abuse, neglect, CSE, FGM, and extremism and radicalisation and their main indicators
- Ensuring that all academy staff understand the idea of 'early help', can identify children in need of local authority 'early help' and ODA 'early help'
- Keeping a record of who children in need of 'early help' are
- Dealing with allegations of abuse in accordance with local procedures

- Ensuring that appropriate annual training for staff is organised according to the agreed programme
- Ensuring that adequate reporting and recording systems are in place; and
- Liaising with the Governing Body's Nominated member for Safeguarding.
- Ensuring filtering and monitoring systems are in place and block harmful or inappropriate content

The Designated Safeguarding Lead will meet regularly with the Principal to discuss safeguarding issues including:

1. LAC
2. CIN/CP
3. Medical issues
4. SEMH
5. Persistent Absence
6. Police reports
7. Local and national issues such as FGM, County Lines, extremism, CSE and CME
8. Students who would benefit from local authority 'early help' and ODA 'early help'

Details from these meetings are evidenced by agendas and ODA trackers via SLT and LABS (Lates, Attendance, Behaviour, Safeguarding) meetings. Other key staff will be invited as appropriate.

The Designated Safeguarding Lead is: Kirtsy Pacey
The Deputy Designated Safeguarding leads are: Jo Addleton (Principal) and Alex Bierschenk

1.2.4 All staff, including supply teachers and other visiting staff and those supporting educational visits, will be informed of the Designated Safeguarding Lead (DSLs) name, the named Deputy, and the Academy's policy for the protection of children:

- On entry to the academy
- During their first induction to the Academy, including during completion of Safeguarding training
- Through the staff/personnel handbook
- At whole staff training or briefing meetings

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents), to the Designated Safeguarding Lead (DSL) or named deputy. If the child is considered to be in immediate danger adults must alert the DSL immediately. If in any doubt staff should consult with the Designated Safeguarding Lead (DSL).
All relevant national and local procedures will be made available for staff reference and can be obtained through the Academy.

2. Allegations of Abuse

2.1 When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another

student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL's if the DSL is off site.

2.2 The staff member whom the allegation has been disclosed to will ask necessary TED (Tell, Explain, Describe) based questions in order to extract as much information as possible about the alleged abuse.

2.3 The DSL (or Deputy DSL's if the DSL is off site) will ensure the allegation is acted on within the academy day (including extended hours).

2.4 The DSL will ensure that the Principal and Deputy DSL's are informed of all allegations and how they are dealt with.

2.5 The DSL will deal with the allegation in accordance with locally agreed procedures and One Degree Academy guidance.

2.6 The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

2.7 It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome to ensure there is closure or continual vigilance as necessary.

3. Allegations Against Staff - reporting procedures

3.1 All allegations of physical or sexual abuse made against a member of staff in relation to a student must be reported to the Principal immediately. However, if the allegation is about the Principal it should be reported to the chair of governors who will undertake the role assigned to the Principal throughout this procedure.

3.2 If the allegation meets any of the following criteria, the Principal (or other lead person) must report it to the Local Authority Designated Officer the same day. If it is alleged that a teacher or member of staff (including a volunteer) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.
- For other allegations the Principal and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.

3.3 Where the Principal considers that a referral may be warranted under Child Protection Procedures when an allegation appears to meet the criteria in 3.2, the Principal must inform the Local Authority's Designated Officer.

3.4 The Local Authority's Designated Officer must be informed of all allegations that come to the Academy's attention that meet the criteria in 3.2 so that he/she can consult police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care.

All alleged physical injuries must be investigated by the appropriate external agencies.

3.5 Further information can be found in our Managing Allegations against Staff policy.

4. Training

One Degree Academy ensures all staff complete continual and regular Safeguarding Training. Safeguarding training is planned to take place throughout the year to keep all stakeholders up to date with latest policy and best practise. The Academy also has a commitment to training and attendance at Local Authority and inter-agency Safeguarding Board meetings.

One Degree Academy is committed to safeguarding training and ensures that:

- Time is given to enable this commitment to be met
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training at least every two years and be required to keep up to date with safeguarding developments at least annually
- All staff and volunteers new to the Academy will be given appropriate Safeguarding training as part of their induction programme to the Academy
- All Academy staff and Governing Body members will undertake training at least every year as organised by the DSL
- All staff will receive weekly safeguarding training in the form of a morning briefing focusing on key issues relevant to One Degree Academy
- Newly recruited staff will complete training as part of their induction and will receive Academy specific training including the child protection policy, the behaviour policy, the staff code of conduct; the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies) and being made aware of local risk factors for extremism
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training at least every two years
- The DSL will attend Prevent training (WRAP) as provided by the Home Office and/or Local Authority
- Appropriate members of the senior leadership team and governance team are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained is 'Safer Recruitment'. Online training can be obtained from the NSPCC Safeguarding children training courses | NSPCC Learning

One Degree Academy recognises that children with SEND may face additional safeguarding challenges because:

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

At One Degree Academy, we identify students who might need more support to be kept safe or to keep themselves safe by:

- Having daily team meetings about the children to monitor changes in their behaviour ensuring that SEND children are monitored closely
- We train staff to be vigilant to signs of abuse in SEND students by having regular training throughout the year

5. Staff Recruitment

Please refer to the One Degree Academy Recruitment Policy and Safer Recruitment Specific Guidance

6. Safeguarding students who are vulnerable to extremism; the Prevent duty

One Degree Academy follows statutory guidance as set out in APPENDIX SIX on the Academy's responsibility to dispense the Prevent Duty.

Through the One Degree Academy' ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

6.1 The Academy is aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, the Academy recognises young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

One Degree Academy values inclusion, tolerance and the freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning healthy communities in which the Academy is based. Both students and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety and community cohesion.

The Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in APPENDIX SIX under Prevent Duty Guidance from the DfE.

One Degree Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

6.2 Risk reduction

The Principal and the Designated Safeguarding Lead will assess the level of risk within the Academy and put actions in place to reduce that risk. Actions will include consideration of the academy's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of academy premises by external agencies, integration of students by gender and SEND, anti-bullying policy and other issues specific to the Academy's profile, community and the One Degree Academy ethos.

Risk Assessment Proforma can be found in APPENDIX SEVEN

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all Academy staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators Academy staff look out for include:

- Vulnerability: identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- Access to extremist influences: through friendship groups, internet activity, activities broad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- Experiences and influences: social rejection, personal impact from civil unrest and widespread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- Travel: pattern of travel regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- Social factors: disadvantaged background, lack of empathy and /or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

6.3 Response

The Academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead in the academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX EIGHT.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via: Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6.4 Training

The Academy will ensure that the DSL/SPOC will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to all staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

7. Safeguarding students who are vulnerable to exploitation, child sexual exploitation, county lines, honour based violence, forced marriage, female genital mutilation, or trafficking.

Through the One Degree Academy' ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain while understanding the British Values. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our STRIVE character curriculum and bespoke One Degree Academy approach to RE.

We are equipping our students and students to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.

The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources including staff training on:

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- County Lines
- Honour based violence including FGM, forced marriage and practises such as breast ironing
- Child trafficking
- Vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are trained and supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations such as STOP THE TRAFFIK (human trafficking and Modern Slavery). Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed.
Stop the Traffik

Additional guidance on Forced Marriage can be found in APPENDIX THREE

Additional guidance on FGM and honour based violence can be found in APPENDIX FOUR

Specific guidance on Child Sexual Exploitation (CSE) can be found in APPENDIX FIVE

7.1 Procedure for students identified as being 'at risk'

Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the students into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the academy's concern about the young person's vulnerability and how the family and academy can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and

- The Academy will review the situation after taking appropriate action to address the concerns. The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children's Board.

If the concerns about the student are significant and meet the additional needs/complex need criteria in the Local Authority, he/she will be referred to the SPOE. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All Academy staff are aware that if they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 are under a legal obligation to inform the DSL immediately. The DSL or teacher will be responsible for informing the police. If the DSL is not available, the Deputy DSL's will help undertake this responsibility.

8. Children Missing in Education

One Degree Academy believes all students, regardless of their circumstances or background are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs.

8.1 The Academy operates a stringent attendance tracking system that is overseen by a member of the leadership team. The tracking and use of effective attendance management strategies enables the Academy to ensure every child is accounted for.

8.2 The Academy undertakes to tackle Persistent Absentees and reports on children who are persistently absent from school

8.3 The Academy will only authorise leave of absence in exceptional circumstances. The Principal will determine the length of time that the child can be away from the Academy.

8.4 The Academy recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority

8.5 Attendance staff are trained to look out for these triggers and the Academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis.

8.6 Pupil/student absence will be followed up on a daily basis as a matter of priority. We may conduct a home visit if we are unable to speak with the parent /carer and / or if we cannot make contact via the secondary contacts we have on file. Unless circumstances indicate that a child is at risk and immediate action is necessary, the local authority will be informed of every child who has a period of unexplained absence.

The admissions register at the Academy is kept up to date and the Local Authority is informed of all students/children who are removed from the Academy roll when they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the roll.
No student will be removed from an Academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.
For more information on the Academy's attendance policy, please contact the Academy office on 02031501144.

8.7 The Academy is aware that children who are absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

9. Looked After Children (LAC) and Previously Looked After Children (PLAC)

Definition: 'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

The Designated Teacher for LAC, PLAC & SGO (special guardianship order) children is Kirsty Pacey

Staff at One Degree Academy recognise that LAC and PLAC remain vulnerable and it's important that all agencies work together to safeguard them. This group of students are extremely vulnerable, the most common reason for children becoming looked after is as a result of abuse and/or neglect and the academy is aware of the need to monitor the welfare and ensure the support of children that fall into this category. Staff at One Degree Academy are also aware that these experiences can leave children with complex emotional and mental health needs and this can increase their vulnerability to abuse. At One Degree Academy we will work with all agencies and will use the students PEP's and LAC reviews as a supportive measure to make sure their welfare and safety is paramount at all times.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER
The Designated Teacher should:

● be an advocate for Looked After Children;
● when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
● ensure that a Personal Education Plan(PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months
● keep PEPs and other records up to date, particularly in time to inform review meetings;
● ensure that each child in public care (if they wish) has an identified member of staff that they can talk to this should be based on the child's request, and may not necessarily be the Designated Teacher);
● co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
● ensure staff receive relevant information and training and act as an advisor to staff and governors;
● ensure confidentiality for individual children and only share personal information on a need to know basis;
● provide written information to assist planning/review meetings and ensure attendance as far as possible;
● ensure that the child and carer(s) receive early notification of meetings, parents evenings and other events
and that communication remains regular and positive.
● encourage Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible;
● ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
● seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.
● ensure that any returns on looked after children are completed – as requested by the LA

ROLES AND RESPONSIBILITIES OF ALL STAFF

● ensure that any child in public care is supported sensitively and that confidentiality is maintained;
● be familiar with the and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
● respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary;
● contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
● as with all children, ensure that no child in public care is stigmatised in any way;
● provide a supportive climate to enable a child in public care to achieve stability within the school setting;
● as with all children, have high aspirations for the educational and personal achievement of Looked After Children
● positively promote the self-esteem of Looked After Children

CONFIDENTIALITY

● information on looked after children will be shared with school staff on a “need to know basis”
● the Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

10. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

One Degree Academy has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

One Degree Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the academy, we will take steps to verify the relationship of the adults to the child who is being registered.

11. Online Safety

One Degree Academy’s Online Safety policy can be found on our website. This policy sets out specific measures that ensure children in the Academy are safe from terrorist or extremist material via online platforms alongside other measures to minimise risk to the welfare of children due to other safeguarding threats.

The breadth of issues classified within online safety is considerable and ever

evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

11.1 Filtering and Monitoring systems

ODA staff and governors understand what filtering and monitoring is, and are aware that it is in place to prevent children accessing inappropriate and harmful content online while students are in the academy. The DSL will take lead responsibility for understanding the filtering and monitoring systems in place at the academy and all staff are informed of changes in their safeguarding training. The DSL along with the IT lead/IT providers and Safeguarding governor will work closely to ensure all filtering and monitoring standards are adhered to. The DSL will also schedule regular filtering and monitoring reviews to ensure we are compliant. The DSL along with the IT lead/IT provider will use adaptable filtering to ensure all harmful and inappropriate content is blocked without unreasonably impacting teaching and learning. The DSL will deliver regular CPOMS training where staff are trained on how to spot concerns online and respond appropriately. When a third party/external organisation uses One Degree Academy’s IT equipment, the academy's procedures should be followed and appropriate referrals to external agencies made if necessary.

Lightspeed Filter use - Protects ODA students from harmful online content wherever they are learning - ie, ODA devices that students use at home - which gives ODA flexibility and control to promote learning and exploration while meeting regulations and maintaining end-user privacy with a multi-layered approach: device, cloud, and network. ODA can protect students from accessing millions of harmful sites, images, and videos. The DSL and Operations Manager will meet regularly to monitor the usage of Lightspeed and action where required. Full information can be found in our Online Safety policy.

12. Mental Health

Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's mental and physical health or development".

All staff should be 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.

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education. Staff should take action on any mental health concerns that are also safeguarding concerns, following the notification procedures set out below. (APPENDIX 1)

13. Confidentiality and Record Keeping

13.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL/DDSL and Principal and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

13.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's own sake. At the same time, the student should be reassured that the matter will only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

13.3 Accurate notes will be kept of all incidents or Child Protection concerns relating to individual students. If a teacher or any other staff have a child protection concern they should inform the DSL or Principal as soon as possible. This should be done the same day no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents). The DSL must be alerted immediately if the child is considered to be in immediate danger. Concerns are logged via an incident report on CPOMS.

13.4 Child Protection records must be kept secure and arrangements in the Academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely on CPOMS, by encryption and/or password protecting electronic files. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

13.5 Upon receipt of any request regarding direct access to Academy documentation on a Child Protection file, the Principal and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the Academy's child protection procedures transferring to another school, the Academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer.

13.6 Any external individual or organisation contracted by the Academy to work with Academy students must report any child protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the Academy, be required to work in accordance with the Academies child protection and safeguarding procedures.

13.7 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

14. Working with Parents

Parents play an important role in protecting their children from abuse. The Academy is required to consider the safety of the student and should a concern arise the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents;

- The Academy will work with parents to support the needs of their child;
- The Academy aims to help parents understand that the Academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.
- The Academy will listen to advice given by local authority MASH teams and follow their directions. This may include informing parents of disclosures if explicitly directed not to by the LA MASH teams under a section 47 investigation. The Academy will request that this advice is added to case notes in writing.

14.1 Safe Collection and Travel Home

One Degree Academy recognises that safeguarding responsibilities extend to ensuring that students leave the Academy site safely at the end of the school day. The Academy has considered the local context and identified the surrounding roads and traffic conditions, including significant traffic congestion at the beginning and end of the school day, as a potential risk to students travelling independently.

In the best interests of students and in order to reduce the risk of harm, students are not permitted to leave the Academy at the end of the school day to walk, cycle or travel home independently. Students must be collected from the Academy by a parent, carer or other person of trust who has been authorised by the parent or carer.

Parents and carers are responsible for ensuring that an appropriate and authorised adult is available to collect their child at the agreed collection time. The Academy will not release a student to an unauthorised adult without appropriate parental consent.

15. Managing allegations against other students

At One Degree Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the academy and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's Behaviour Policy.

Safeguarding allegations

Occasionally, allegations may be made against students by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:
• is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
• is of a serious nature, possibly including a criminal offence
• raises risk factors for other students in the academy
• indicates that other students may have been affected by this student
• indicates that young people outside the academy may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse
• violence, particularly pre-planned
• forcing others to use drugs or alcohol
Emotional Abuse
• blackmail or extortion
• threats and intimidation
Sexual Abuse
• indecent exposure, indecent touching or serious sexual assaults
• forcing others to watch pornography or take part in sexting
Sexual Exploitation
• encouraging other children to attend inappropriate parties
• photographing or videoing other children performing indecent acts

On occasions, some students will present a safeguarding risk to other students. The academy should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the academy's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough academy investigation should take place into the matter using the academy's usual disciplinary procedures.

In situations where the academy considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

16. Equal Opportunities

The One Degree Academy Governing Body and staff must take into account the One Degree Academy equal opportunities policies when discharging their duties under this policy.

17. Monitoring and Review

a. The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Principal and the Nominated Member of the Governing Body.
b. The Principal will report to the Governing Body annually on the working of this policy.
c. One Degree Academy will actively evaluate the effectiveness of this policy by monitoring the Academy staff understanding and application of the procedures within this policy as their overall duty to safeguard students and students. One Degree Academy will undertake a yearly audit to assure that safeguarding systems and processes are working effectively. This audit will be discussed with the One Degree Academy Safeguarding Link Governor and Principal.

APPENDIX 1

DfE Guidance and Safeguarding Students and students - Staff Guidance
Keeping Children Safe in Education 2026

A. Procedures in respect of Child Abuse:

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by the Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This Academy has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the Academy.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading Academy off-site visits, particularly residential ones, should provide a list of those students taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk.
Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

B. Guidance for all staff on dealing with disclosure / suspected abuse / neglect

I. Dealing with disclosures of abuse

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case).
- Ensure you take a written account of the child's disclosure using the appropriate Academy report via CPOMS.

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the DSL initially verbally. This should be done the same day no later than 12:00pm (for AM incidents), or by 4:30pm (for PM incidents).
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL.
- If the child agrees, take them with you to the DSL.
- With the DSL, prepare a detailed report itemising:
    - the information revealed by the student with absolutely no opinion
    - actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported and follow-up action taken within the Academy – date and sign any written record of events and action taken and keep confidential and secure
    - you must keep, in absolute confidence, a copy of any notes, as will the DSL.
    - This should be done the same day no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents).
- The DSL keeps Child Protection records centrally and securely via CPOMS and are not kept in the child's file.
- All staff are under a duty to report all suspicions of abuse to the DSL. The DSL is responsible for passing on these concerns to Children's Services.
- Accurate records are essential in the event of further investigations hence the need to report incidents or signs of abuse the same day they are discovered.

III. If you see or hear something that concerns you:

- Don't ignore it.
- Log incident with as much detail as possible and in the child's own words where possible and applicable. If suspected that the child is at immediate harm then seek advice immediately from the DSL. Incidents should be logged the same day no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents).
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk you should still log the concern in the usual way.
- If it is related to a child being immediately at risk – see the DSL, Deputy DSL, or Principal immediately and definitely before the child goes home that day. All staff may raise concerns directly with Children's Services. If they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff
- Concerns about adults in the Academy should be made directly to the Principal.
- Concerns about the Principal should be made directly to the Chair of Governors. Contact details can be found on the contacts page of this policy.

APPENDIX 2

Additional Information on Child Abuse Categories of abuse

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child an opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploring or learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children to frequently feel frightened or in danger, exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may include physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not

solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.
Neglect

Neglect is the persistent failure to meet a child's basic or physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

• Significant change in behaviour.
• Extreme anger or sadness.
• Aggressive and attention-seeking behaviour.
• Suspicious bruises with unsatisfactory explanations.
• Lack of self-esteem.
• Self-injury.
• Depression.
• Age inappropriate sexual behaviour.
• Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

• must be regarded as indicators of the possibility of significant harm
• justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
• may require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:
• appear frightened of the parent/s
• act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:

• persistently avoid child health promotion services and treatment of the child's episodic illnesses
• have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
• be absent or misusing substances
• persistently refuse to allow access on home visits
• be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:
• An explanation which is inconsistent with an injury.
• Several different explanations provided for an injury.
• Unexplained delay in seeking treatment.
• The parents/carers are uninterested or undisturbed by an accident or injury.
• Parents are absent without good reason when their child is presented for treatment.
• Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
• Family use of different doctors and A&E departments.
• Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

• Any bruising to a pre-crawling or pre-walking baby.
• Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
• Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
• Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
• Variation in colour possibly indicates injuries caused at different times.
• The outline of an object used e.g. belt marks, handprints or a hairbrush.
• Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
• Bruising around the face.
• Grasp marks on small children.
• Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
  • Linear burns from hot metal rods or electrical fire elements.
  Safeguarding & Child Protection 18
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:
• the history provided is vague, non-existent or inconsistent with the fracture type
• there are associated old fractures
• medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
• there is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:
• Developmental delay.

• Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
• Indiscriminate attachment or failure to attach.
• Aggressive behaviour towards others.
• Scape-goated within the family.
• Frozen watchfulness, particularly in pre-school children.
• Low self-esteem and lack of confidence.
• Withdrawn or seen as a "loner" – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.
Recognition can be difficult, unless the child discloses and is believed. There may
There are no physical signs and indications are likely to be emotional/behavioural.
Some behavioural indicators associated with this form of abuse are:
• Inappropriate sexualised conduct.
• Sexually explicit behaviour, play or conversation, inappropriate to the child's age. Continual and inappropriate or excessive masturbation.
• Self-harm (including eating disorder), self-mutilation and suicide attempts.
• Involvement in prostitution or indiscriminate choice of sexual partners.
• An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).
Some physical indicators associated with this form of abuse are:
• Pain or itching of genital area.
• Blood on underclothes.
• Pregnancy in a younger girl where the identity of the father is not disclosed.
• Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educational inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

• Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
• Consent – agreement including all the following:
- Understanding that is proposed based on age, maturity, development level, functioning and
experience.
Safeguarding & Child Protection 20
- Knowledge of society's standards for what is being proposed. – Awareness of potential consequences and alternatives.
- Assumption that agreements or disagreements will be respected equally.
- Voluntary decision.
- Mental competence.

• Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

• Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
• A child seen to be listless, apathetic and irresponsive with no apparent medical cause

- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

APPENDIX 3

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children originating from the Middle-East and African countries.

A signal of FM is the removal of the students from the academy and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

APPENDIX 4

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. All schools have a mandatory responsibility to report FGM to the police if they discover it.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Staff should also report this to the DSL who will inform the Principal.

The Home Office have published some procedural information on the mandatory duty to inform police, which can be found here: Mandatory reporting of female genital mutilation: procedural information - GOV.UK

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.

- Mistakenly believed to make childbirth easier.

Is FGM legal?

The Home Office have also developed an FGM information sheet to raise awareness about the law. This is also available on their website in different languages: Statement opposing female genital mutilation - GOV.UK

Further guidance and information is available from
NSPCC FGM Helpline - Contact days and times: 24 hours Tel: 0800 028 3550
Email: fgmhelp@nspcc.org.uk
FORWARD (Foundation for Women's Health Research and Development)
A leading national organisation working on FGM Tel: 020 8960 4000
Website: http://www.forwarduk.org.uk/

Circumstances or risk factors which may point to FGM happening:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
- The child talks about going abroad to be 'cut' or to prepare for marriage. Signs that may indicate a child has
  - undergone FGM:
- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinary tract infection.
- Disclosure.

The 'One Chance' rule. As with Forced Marriage, there is the 'One Chance' rule. It is essential that Academies take action without delay.

What is honour based violence?

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

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

APPENDIX 5

Child Sexual exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Suspicions of CSE should be reported to the DLS immediately. This means the same day, no later than 12:00pm (for AM incidents), or by 4:30 (for PM incidents).

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions and miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern.
- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.

- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Potential vulnerabilities include:

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

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

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

APPENDIX 6
Prevent Duty for schools
Prevent duty guidance: Guidance for specified authorities in England and Wales

APPENDIX 7

Prevent Self-Assessment
Objective: Adoption of Prevent into Mainstream Processes

| No | | Owner | Evidence | RAG |
|---|---|---|---|---|
| 1.1 | Does the Academy have a nominated Staff (and Governor) Prevent Lead? | | | |
| 1.2 | Is Prevent included within the Academy's Safeguarding Policy? | | | |
| Leadership and Management | | | | |
| 2.1 | Do the Senior Leadership team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of students being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology? | | | |
| 2.2 | Is Prevent an agenda item of relevant ALT meetings / planning processes? | | | |
| 2.3 | Is there a clear referral route for vulnerable individuals to receive support through the Channel process? | | | |
| 2.4 | Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the academy | | | |
| 2.5 | Does the Academy have an identified single point of contact (SPOC) in relation to Prevent? | | | |
| Working In Partnership | | | | |
| 3.1 | Does the Academy have engagement with wider Prevent work through their local Prevent Partnership? Including links with the LA channel board? | | | |
| 3.2 | Is Prevent included within Information sharing protocols / MOU? | | | |
| 3.3 | Is the Academy included in an agreed Prevent Partnership Communication Policy? | | | |

| | | | | |
|---|---|---|---|---|
| 3.4 | Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)? | | | |
| 3.5 | Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB? | | | |
| Staff Training | | | | |
| 4.1 | Does the Academy have an annual policy and training review process in place? | | | |
| 4.2 | Does the Academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Governing body? | | | |
| 4.3 | What training is given to staff members give them the knowledge and confidence to identify students who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does the training include identifying risk factors and behaviours pertinent to the local context? | | | |
| 4.4 | Are staff members aware of the referrals process and what actions should be taken in response to concerns? Does this involve awareness of the Channel process? | | | |
| 4.5 | Is Prevent included within the Academy's Safer Recruitment Policy? | | | |
| 4.6 | Has the DSL received Prevent training from local police Workshop Raising Awareness of Prevent (WRAP) | | | |
| Safety Online | | | | |
| 5.1 | Does the academy IT system have appropriate levels of filtering to ensure | | | |

| | | | | |
|---|---|---|---|---|
| | children are safe from terrorist and extremist material when accessing the internet in the academy? | | | |
| 5.2 | What processes and procedures are in place to ensure children use the internet responsibly? | | | |
| 5.3 | Do staff, students and carers receive any Internet Safety awareness training? | | | |
| Pastoral Support and Student Welfare | | | | |
| 6.1 | Does the Academy have chaplaincy provision and does the provision reflect the needs of the academy demographic? | | | |
| 6.2 | What monitoring is in place of student welfare policies and procedures to ensure they are through and effective? | | | |
| 6.3 | Are there prayer and faith facilities in place? | | | |
| 6.4 | Are any organised activities in these facilities monitored effectively? | | | |
| Security, Visitors, Contractors and Venue Hire | | | | |
| 7.1 | Is Prevent included within the Academy's Visitors Policy? How are due diligence checks conducted on visitors to the academy? | | | |
| 7.2 | What arrangements are in place to manage access to the Academy site by visitors and non-students/staff? | | | |
| 7.3 | Is there a policy regarding the wearing of ID on site? How is it enforced? | | | |
| 7.4 | How are visitors identifiable on site? | | | |
| 7.5 | Are due diligence checks conducted on contractors working at the academy or providing extracurricular activities? What are the written protocols for ensuring that any visiting contractors are suitable and appropriately supervised within the academy? | | | |

| | | | | |
|---|---|---|---|---|
| 7.6 | Does a policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by students themselves – are suitable and appropriately supervised within the academy? | | | |
| 7.7 | Is Prevent included within the Academy's venue hiring policy and what due diligence checks are conducted on groups/individuals seeking to hire/use academy premises? | | | |

APPENDIX 8

SPOC Responsibilities

I. Raising Awareness

As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation. The Channel coordinators have a range of training packages available to help raise awareness, by training your trainers the aim is to mainstream this safeguarding agenda.

II. Receiving Referrals
As the SPOC, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact yourselves first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at channel.project@gmp.police.uk. The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system.) The coordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting

Finding Out More: 'Learning Together to be Safe' guidance for schools and colleges
www.dius.gov.uk HM Government
'The Prevent Strategy: A Guide for Local Partners in England'
http://security.homeoffice.gov.uk
Every Child Matters
www.everychildmatters.gov.uk

APPENDIX 9:

Responding to sexting in schools and colleges – UKCCIS Guidance

Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS)

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s. Over 200 organisations were involved in creating the guidance, including government and the DfE, children's charities, UK Safer Internet Centre, CEOP, Police, and teachers' groups.

The UKCCIS guidance is non-statutory, but should be read alongside 'Keeping children safe in education (2026)'. It should be followed unless there's a good reason not to do so.

There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by this guidance:

- A person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.
  Incidents not covered by this guidance:
- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)
  Response to incidents of youth produced sexual imagery
  The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved.' (Sexting in schools and colleges: responding to incidents and safeguarding young people (page 8))

The Law
Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.
Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person

- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."

Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

Crime recording
When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

Handling incidents

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is avoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

Always refer to the police or social care if incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEN]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13

- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

  Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with academy policy. If the incident has been dealt with within school, a further review should be held to assess risks.

  Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

  Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal)
- View with another member of staff present
- Record the fact that the images were videoed along with reasons and who was present. Sign and date.

  Deleting images (from devices and social media)

  If the academy has decided that involving other agencies is not necessary, consideration should be given to deleting the images.

  It is recommended that students are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

  Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful

**APPENDIX 10**
**Internal Audit of Safeguarding Procedures**

| GOVERNANCE, LEADERSHIP AND MANAGEMENT | RAG | EVIDENCE |
|---|---|---|
| The Governors have systems in place to ensure strategic oversight of safeguarding at the academy through regular discussion with the Principal | | |
| The Governors, Principal and key staff can demonstrate how they create a culture of vigilance within which welfare is promoted and timely and appropriate safeguarding action is taken for young people who may need extra help or who may be suffering or likely to suffer significant harm | | |
| The Governors, Principal and key staff are able to demonstrate how they are proactive in terms of anticipating and managing risks that young people face in the wider community including Contextual Safeguarding | | |
| The Governors and Principal can demonstrate how the academy promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through their words, actions and influence within the academy and more widely in the community, to prepare young people positively for life in modern Britain | | |
| The Governing Body understand their responsibilities, have completed safeguarding training and receive basic safeguarding and child protection training updates throughout the year | | |
| An annual report is submitted to the Governing Body to monitor the impact of the safeguarding and child protection arrangements, policies and procedures | | |
| There is a named safeguarding governor | | |
| There is a named designated safeguarding lead on the senior team who champions safeguarding throughout the academy and who has a nominated deputy designated safeguarding lead/s. All staff working at the academy know who the designated safeguarding lead and deputies are | | |

| | | |
|---|---|---|
| The designated safeguarding lead meets weekly with the Principal | | |
| The academy has a safeguarding team of key personnel which meets regularly to share information about changes and issues within the academy. Updates from the meeting are reported to the Governing Body | | |
| The Chair of Governors ensures a duty of care for the Principal | | |
| The Principal ensures a duty of care for all staff | | |
| There is an open culture at the academy where all individuals feel able to talk freely about their concerns believing that they will be listened to and valued | | |
| The Principal ensures all staff understand their responsibilities with regard to safeguarding and know to whom they are accountable | | |
| Staff understand their own role and responsibility to be accountable in the way they behave, in responding to concerns about practice, procedures and unacceptable behaviour by other staff | | |
| Staff know the difference between safeguarding and child protection | | |
| The academy has a clear system for communicating concerns and a model for open communication between young people, teachers, parents and other adults working with young people | | |
| There is a staff code of conduct which includes issues relating to social networking, email and mobile phone contact between staff and young people. Staff sign annually to confirm they have received a copy of the Code of Conduct | | |
| There is a whistle blowing policy in place for staff, young people and visitors | | |
| The academy has a parental complaints policy available on the academy website; all incidents, allegations and complaints are recorded | | |

| | | |
|---|---|---|
| The academy has procedures for managing allegations of abuse by staff that complies with Safeguarding Partners interagency procedures and is disseminated to all staff and governor | | |
| The academy has completed a Prevent Risk Assessment | | |
| National Counter Terrorism Security Office (NaCTSC) guidance is included in the academy Critical Incident Plan | | |
| The academy understands its responsibilities under the Equality Act 2010 and the Disability Discrimination Act 2005 | | |
| The academy has an open and positive relationship with the Local Authority Designated Officer and children's social care. | | |
| The academy has excellent communication with parents and carers working together in the best interest of young people | | |
| The academy provides safeguarding sessions for families | | |
| There is a dedicated area on the academy website providing safeguarding and child protection information and advice including how to raise concerns | | |
| The academy collects and evaluates the views of young people, parents and staff in relation to the effectiveness of safeguarding arrangements | | |
| Young people are aware of their rights and responsibilities and feel confident in raising concerns | | |
| The academy offers young people safeguarding leadership opportunities | | |
| **HUMAN RESOURCES AND STAFF TRAINING** | | |
| The Business Manager meets formally with the Principal once a term (6) | | |

| | | |
|---|---|---|
| The SCR is reviewed six times a year by any or all of the following: the Safeguarding Governor, the Business Manager, the Principal, the Designated Safeguarding Lead. The reviewers signature and date confirm to SCR check | | |
| The academy keeps a regularly maintained single central record (SCR) of all staff checks, including agency staff, consultants, volunteers involved in a regulated activity and contractors | | |
| The SCR includes: | | |
| • an identity check | | |
| • barred list check | | |
| • an enhanced DBS check for those appointed after 2006 | | |
| • prohibition from teaching and management check, including section 128; | | |
| • checks on people living or working outside the UK | | |
| • additional pre-employment check for teachers from the European Economic Area (EEA) Authority | | |
| • check of professional qualifications | | |
| • a check to establish the person's right to work in the United Kingdom | | |
| • Disqualification under the Childcare Act (Primary only where relevant) | | |
| • mental and physical fitness to carry out work responsibilities | | |
| • previous employment history checks | | |
| • information regarding past disciplinary actions or allegations | | |

| | | |
|---|---|---|
| The academy has written notification from any agency, or third-party organisation that the above checks have been completed (agency and third-party staff) including alternative provision providers | | |
| The academy has written notification from fee funded initial teacher trainees that the above checks have been completed | | |
| The academy undertakes appropriate checks for volunteers involved in regulated activity | | |
| The academy undertakes a risk assessment for volunteers not engaged in regulated activity | | |
| Governors have received an enhanced DBS check | | |
| The academy ensures the appropriate checks on contractors | | |
| Staff sign an annual disclaimer to state that their DSB circumstances have not changed | | |
| The academy ensures appropriate checks on work experience placements and ensures that policies and procedures are in place to protect young people from harm | | |
| The academy ensures appropriate checks on young people staying with host families | | |
| The academy has policies and procedures in place for safer recruitment including a written recruitment and selection policy | | |
| All recruitment and selection information/documentation includes a statement about the academies commitment to safeguarding | | |
| The Governors, the Principal, senior leadership and some key middle leaders have completed Safer Recruitment training | | |
| All interview panels have a least one person who has completed Safer Recruitment training | | |
| Offers of employment are conditional and depend upon receiving satisfactory information from checks | | |

| | | |
|---|---|---|
| Where a person has been dismissed or left the academy due to risk or harm to a young person, the Principal ensures the matter is reported to the Disclosure and Barring Service | | |
| All new staff receive safeguarding training as part of their induction to the academy. Induction must cover the Behaviour Policy and Child Missing Education procedures | | |
| The academy has a volunteer and agency staff induction pack which includes safeguarding information | | |
| The academy has a safeguarding training record for all staff including site staff | | |
| The Principal has received training in Managing Allegations Against Staff | | |
| The Principal has received advanced level safeguarding training | | |
| The designated and deputy safeguarding leads have received appropriate training within the last year | | |
| Key academy staff attend local authority training and participate in local networks | | |
| All academy staff annually complete safeguarding training and have signed to confirm receipt of a copy of *Keeping Children Safe in Education, Part 1 and Annex B* | | |
| The academy provides safeguarding updates throughout the year to check staff understanding of safeguarding issues | | |
| All academy staff are aware of the Prevent Duty, have received Prevent training and understand when it is appropriate to make a referral to the Channel programme | | |
| All academy staff are aware of and have received training on FGM; they understand that it is a form of child abuse and knows that there is a legal duty to report known cases of FGM to the police | | |
| All staff have received basic Health and Safety and Online Safety training | | |

| | | |
|---|---|---|
| Key academy staff are aware of and have received training on fabricated and induced illness and understand that it is a form of child abuse | | |
| Key academy staff are aware of and have received training on child trafficking and understand that it is a form of child abuse | | |
| Key academy staff are aware of and have received training on issues which impact upon young people living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the young people might experience abuse or neglect as a result of these difficulties | | |
| Key academy staff are aware of and have received training on the harm to young people that can be caused by practices linked to culture, faith and beliefs, and are able to recognise risk factors and know how to act on concerns | | |
| Key academy staff are aware of and have received training on the need to respond to concerns relating to forced marriage and understands that it is illegal and a form of child abuse | | |
| First aider training is recorded and updated as appropriate | | |
| | | |
| | | |
| **CHILD PROTECTION, LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN** | | |
| Child Protection and Looked after Child procedures are reviewed by the Governors and Principal annually | | |
| The academy has a named Designated and Deputy Child Protection Leads. One or both are members of the senior team. They liaise with the Head of the LA Virtual School regarding LACs achievement, behaviour, welfare and safety. | | |
| The academy has a named Looked After Children Lead who is a member of the senior team | | |

| | | |
|---|---|---|
| Each Looked After Child has a Personal Education Plan (PEP) | | |
| The designated leads for Child Protection and Looked After Children meet weekly with the Principal | | |
| Pupil Premium funding for Looked After Children is regularly reviewed to ensure attainment gaps are closed | | |
| Staff are confident about reporting child protection concerns and know what action to take if their concerns are not acted upon appropriately by the Designated Safeguarding Lead or Principal | | |
| The academy has a policy and process for confidentially recording and storing information about child protection concerns, including allegations, disclosures, decisions and actions. Records are up to date, distinguish between fact, opinion and hearsay and are maintained in accordance with data protection principles | | |
| Information is shared appropriately and transferred securely | | |
| Files and information are stored securely, separately from the young person's main academy file | | |
| Induction for young people provides information on safeguarding and child protection, including for in year admissions | | |
| Safeguarding checks are completed for all new admissions to the academy | | |
| Staff know where to report safeguarding concerns regarding the Principal | | |
| The academy has a record of referrals made to the Designated Safeguarding Lead with brief details of the outcomes of cases subsequently referred to the Local Authority | | |
| The academy has a record of all young people who are open cases with Children's Services and for whom there is a multi-agency plan | | |

| | | |
|---|---|---|
| Child Protection records are retained until the young person's 26th birthday and then securely disposed of | | |
| The Designated Safeguarding lead is aware of young people who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the academy | | |
| The academy identifies Young Carers, assesses their needs and has support plans in place | | |
| The academy has a proactive accessible and confidential pastoral/welfare support system where young people can go for information help and advice | | |
| The names and photographs of key personnel to support young people are displayed around the academy | | |
| The academy has data relating to progress, attainment, attendance and behaviour of young people identified on the Child Protection register, as a Child in Need or a Looked After Child. Where there are concerns, a clear intervention plan has been implemented | | |
| Where relevant, the academy has a policy and care plans for the intimate care of young people | | |
| | | |
| **FIRST AID AND MEDICAL NEEDS** | | |
| The Governors and Principal ensure that policies, plans and procedures are in place for managing accidents and injuries to staff and young people | | |
| The Governors and Principal ensure that policies, plans and procedures are in place to support young people with medical needs | | |

| | | |
|---|---|---|
| There is an academy policy outlining procedures for first aid and medical needs which is reviewed annually | | |
| The academy has a sufficient number of first aiders to geographically cover the needs of young people at the academy | | |
| The academy has a sufficient number of paediatric first aiders to geographically cover the needs of young people at the academy (EYFS only) | | |
| First aid equipment and facilities are available, labelled and clearly accessible | | |
| First aid arrangements are risk assessed for offsite activities | | |
| The academy keeps records of any reportable injury, disease or dangerous occurrence | | |
| Adequate arrangements are in place to cover staff absence or leave | | |
| The academy has appropriately trained staff to support young people with medical needs | | |
| Academy staff are aware of young people with medical needs and have received information on how they can support the young person | | |
| Individual health care plans are in place and regularly reviewed | | |
| Parents and carers are involved in the development and review of individual health care plans | | |
| There are collaborative arrangements with external agencies to support young people with medical needs | | |
| Risk assessments are in place for young people with medical needs including arrangements for emergency situations | | |
| Medicines are stored securely and safely and young people know how to access support with their medication | | |

| | | |
|---|---|---|
| The academy has documented records on administering medicines for young people with medical needs *(DfE – Supporting students with medical conditions template)* | | |
| A record of first aid or medicines administered is available | | |
| Medicines no longer required are returned to parents/carers or healthcare professionals | | |
| | | |
| **ATTENDANCE AND PUNCTUALITY** | | |
| A senior leader has responsibility for academy attendance | | |
| The admissions register is accurate and matches the attendance register. | | |
| Two emergency contacts are available for students | | |
| Registers are completed accurately and on time (AM/PM and lesson registers) | | |
| Registers are formally closed in the morning and afternoon session | | |
| The academy has escalating monitoring systems to enable early identification of attendance concerns | | |
| Absences are followed up through first day contact | | |
| After three days of continuous absence a home visit is completed if no contact has been made. | | |
| Child Missing Education (CME) procedures are in place and the Local Authority CME Officer is known to the academy | | |
| After ten days of continuous absence a CME referral is completed. | | |
| Targeted attendance procedures are in place for young people on the Child Protection Register/LAC and those thought to be at risk | | |

| | | |
|---|---|---|
| Coding is in line with DfE *School attendance: guidance for schools* and regularly monitored by a senior leader | | |
| There is a procedure in place for roll call in the event of an evacuation | | |
| Appropriate practice takes place before a young person is removed from the academy roll. A senior leader confirms agreement to off roll a young person and the LA is notified of the off roll within 5 days. | | |
| Leave of absence procedures are in place including what constitutes exceptional circumstances | | |
| Young people attending alternative provision, participating in Managed Moves or work experience are monitored and coding for these young people is accurate | | |
| Individual plans are in place for young people with inclusion needs who may have different attendance arrangements – Young Carers, Flexi Schooled, medical cases | | |
| Procedures are in place for Elective Education requests. The Local Authority Elective Education Officer is known to the academy | | |
| Systems are in place to gather attendance information on new admissions to the academy. The LA are informed of new admissions within 5 days. | | |
| The academy has monitoring systems to enable early identification of punctuality concerns | | |
| Punctuality is efficiently monitored; persistent punctuality concerns are followed up through escalating systems | | |
| Arrangements for recording late arrivals are secure | | |
| Attendance and punctuality information is displayed on the academy website including academy policies | | |
| | | |

| HEALTH AND SAFETY/ SITE AND FACILITIES | | |
|---|---|---|
| The Governors and Principal ensure that the academy is a safe place | | |
| An annual Health and Safety audit is completed | | |
| There is a Health and Safety policy which is shared with staff | | |
| The Principal meets regularly with the Business Manager and Facilities Manager | | |
| Health and safety checks are recorded and monitored; an evidence file is available for inspection which includes relevant training. | | |
| Risk assessments are available for inspection | | |
| Procedures are in place for developing personalised risk assessments for individual members of staff and young people | | |
| The academy has adequate security arrangements for the grounds and buildings | | |
| The Principal or Business Manager complete a weekly site walk with the Facilities Manager | | |
| When the academy commissions a service from another organisation, there are robust procedures in place to ensure that the organisation has appropriate policies in place for safeguarding young people | | |
| There is a single point of entry identified and signed as the reception entrance | | |
| Visitors are welcomed; ID and DBS are checked and recorded; safeguarding information is provided | | |
| Visitors are provided with different coloured lanyards indicating whether they have received a DBS check | | |
| Staff are aware of the lanyard system and alert to visitors unaccompanied without a DBS check lanyard | | |

| | | |
|---|---|---|
| Academy staff provide daily visitor information for reception staff in advance of their arrival | | |
| Key safeguarding information is displayed in the reception area | | |
| Security and emergency alert arrangements are in place to protect the member of staff on the reception desk | | |
| Evacuation procedures are in place and evacuation times recorded | | |
| An evacuation with restricted access is completed once a year | | |
| The academy has personalised evacuation plans for young people and staff with disabilities | | |
| Duty procedures are in place for unstructured periods; staff have been trained in duty procedures and expectations | | |
| A senior manager monitors duty compliance and follows up when there are concerns | | |
| | | |
| **CURRICULUM/PSHE/SMSC/TRIPS & VISITS** | | |
| The academy promotes tolerance of and respect for people of all faiths, cultures and lifestyles through effective spiritual, moral, social and cultural development (SMSC) | | |
| The assembly programme, tutorial periods and extracurricular activities support SMSC development and include aspects of safeguarding | | |
| The PSHE programme aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking | | |
| The delivery of PSHE in the academy includes aspects of safeguarding | | |
| The delivery of safeguarding is mapped and reviewed annually | | |

| | | |
|---|---|---|
| Sex and Relationships Education (SRE) is delivered at the academy | | |
| Staff delivering aspects of safeguarding have received training in key areas | | |
| The academy promotes the use of specialist support to assist in the delivery of aspects of safeguarding | | |
| The academy has established local regional, national and global partners | | |
| The academy has established partnerships with charities | | |
| The promotion of British Values are at the heart of the academy's work | | |
| Curricular and extracurricular activities ensure young people understand risk and know where to get help and support | | |
| The academy has a comprehensive and developmental Online Safety curriculum for young people | | |
| A comprehensive programme of intervention is in place for young people who are underperforming academically | | |
| Young people with additional needs are well supported through intervention programmes and personalised inclusion support | | |
| The academy has an educational trips and visits policy | | |
| The Principal and or members of the senior team review arrangements for trips and visits | | |
| The academy has procedures in place to address safeguarding and child protection issues outside of the academy which assess risk and manage safety prior to and during off site activities, school trips and school journeys. | | |
| Specific risks assessments are prepared for young people with medical needs | | |
| The academy has a named member of staff (EVC) with responsibility for educational visit and trips; the member of staff has received relevant training | | |

| | | |
|---|---|---|
| The EVC liaises as appropriate with the LA or another external provider regarding trips and visits | | |
| | | |
| **IT AND ONLINE SAFETY** | | |
| The IT Network Manager meets with the Principal once a term (3) | | |
| The Principal ensures e-safety is a priority across the academy | | |
| Online Safety is a training priority and aims to extend expertise and build capacity through an audit of needs | | |
| The academy has a clear Online Safety policy which applies to onsite and offsite activity which covers acceptable use and the areas of risk to young people on line | | |
| The policy is reviewed regularly to take account of new technologies | | |
| The academy provides Online Safety updates throughout the year to check staff understanding of issues | | |
| Staff and young people recognise that the term 'online safety' reflects issues associated with technology and a user's access to content, contact and conduct | | |
| The academy has an Acceptable Usage Policy for staff which is signed annually | | |
| The academy has an Acceptable Usage Policy for young people which is signed and shared with parents and carers | | |
| Staff and young people understand the consequences of unacceptable use | | |
| The academy has a recognised Internet Service Provider (ISP) or Regional Broadband Consortium (RBC) together with age related filtering that is actively monitored | | |
| Policies for password protection are in place and understood by staff | | |

| | | |
|---|---|---|
| The academy has clear procedures relating to the use of mobile technologies that covers young people, staff and visitors. Mechanisms are in place to monitor and intervene when issues arise with Bring Your Own Devices (BYOD) | | |
| The academy has clear procedures which are understood by staff relating to the use and publication of digital images. Parental permissions are gained when publishing personal images on the website or other publications | | |
| Data is managed securely in accordance with the requirements of the Data Protection Act and GDPR. | | |
| The academy has procedures for the secure handling of sensitive data by all staff | | |
| The academy is alert to potential risks; procedures are in place to reduce risk | | |
| Staff and young people are trained on the use of electronic/social media | | |
| The academy has a dedicated area on the academy website which provides Online Safety and online information for young people and their families | | |
| Young people have an age appropriate awareness of organisations such as CEOP, NSPCC, ChildLine etc. | | |
| The academy provides opportunities for parents to receive information or education about online safety. There are clear routes for parents to report issues | | |
| **BEHAVIOUR** | | |
| The academy promotes young peoples' personal safety and safe relationships and promotes a code of conduct/behaviour policy for young people that promotes respect and safe relationships | | |
| The academy has an anti-bullying policy and measures in place to prevent bullying. The academy adopts a zero tolerance approach to all forms of bullying | | |

| | | |
|---|---|---|
| The academy policy on the use of reasonable force to control or restrain young people complies with statutory requirements and national guidance which is disseminated through training to all staff | | |
| Records pertaining to the following are available and analysed by sub group:<br>Restraints - including plans for individuals to minimise use of force or restraint<br>Behaviour incidents<br>Exclusions, internal and external<br>Equality incidents – bullying, discriminatory and prejudicial behaviour including racist, disability and homophobic bullying<br>Online incidents including sexting and cyberbullying | | |
| Young people are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying and actively try to prevent it from occurring. | | |
| The academy provides leadership opportunities for young people which enables peer support | | |