



# BEDFORDSHIRE SCHOOLS TRUST

## SAFEGUARDING POLICY

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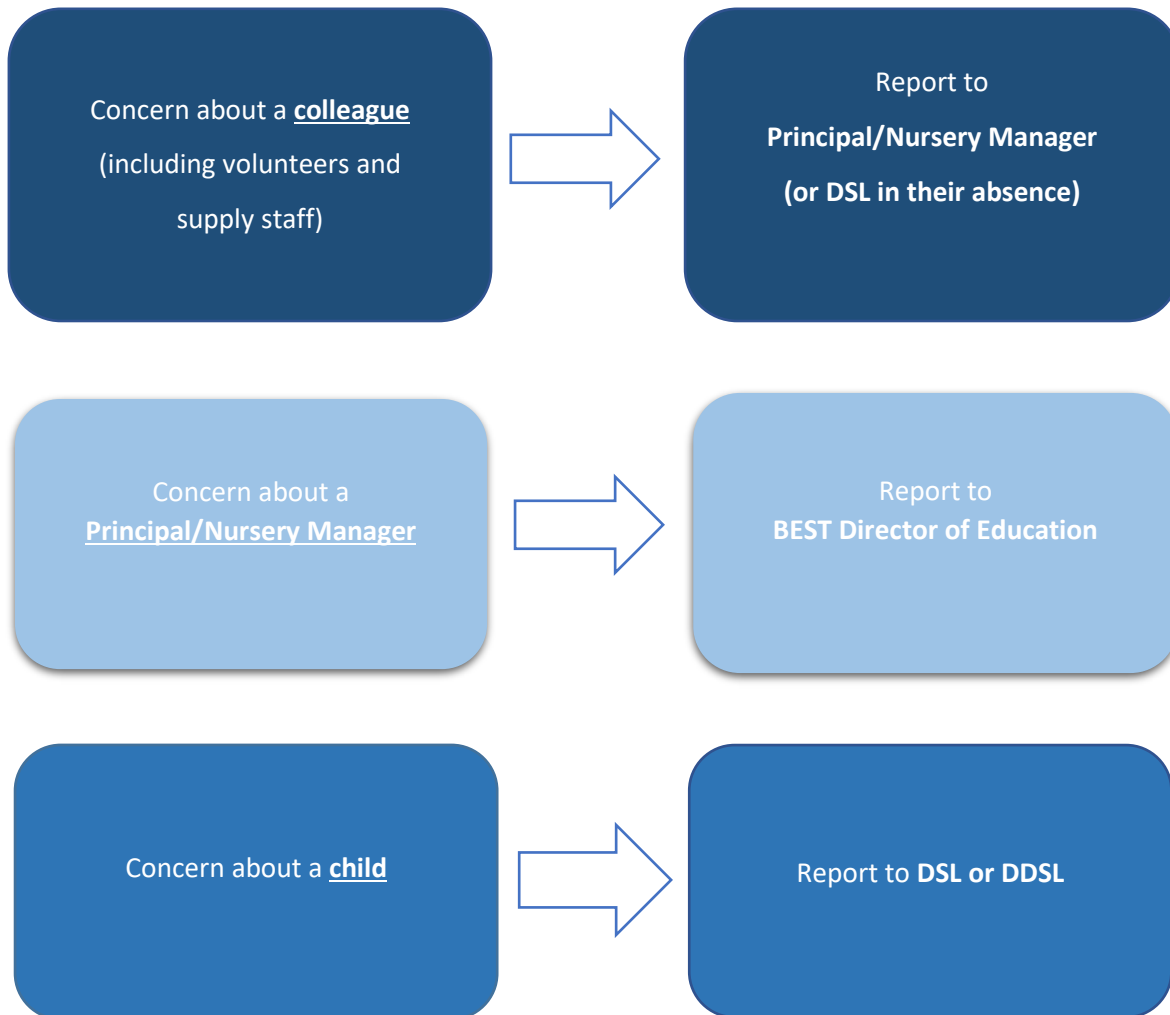
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## WHAT TO DO IF YOU HAVE A CONCERN

To be read in conjunction with the BEST Safeguarding Policy and BEST Managing Allegations Against Staff Policy.



**Please note** that members of the Local Committee of the Board should be considered as a volunteer. If the concern relates to a member of the Trust Board, the Chief Executive Officer should be notified.

## SECTION A - INTRODUCTION & LEGAL SCOPE

This policy is in line with:

- Department for Education Working Together to Safeguard Children, December 2023
- ‘Safeguarding Children and Safer Recruitment in Education’ issued April 2012
- Relevant sections of the Children Act 2004
- Keeping Children safe in Education Sept 2018, 2019,2020, 2021, 2022,2023 and 2024
- UKCCIS guidance: Sexting in schools and Colleges, responding to incidents and safeguarding young people Sept 2016
- DfE Sharing nudes and semi-nudes: advice for education settings working with children and young people, Sept 2016
- DfE Working together to improve school attendance, August 2024
- DfE Information sharing, 2024
- Safer working practice Feb 2022
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at [Charity Commission Guidance](#)

Keeping Children Safe in Education has been extended from early years, schools and colleges to cover 16-19 academies (and apprenticeships). There is reference to the Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and further education to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.

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

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- Taking action to enable all children to have the best outcomes in line with the outcomes.

This policy applies to all adults, including volunteers, supply staff and visitors working in or on behalf of Bedfordshire Schools Trust.

We will ensure that we will comply with our duties under all relevant legislation We will ensure this policy and our procedures are effective and comply with the law at all times, this includes training for all staff.

We will ensure that all our parents and working partners are aware of this policy by mentioning it in our academy/nursery prospectus, displaying appropriate information in our reception and on the academy/nursery website and by raising awareness at meetings with our parents/carers.

Everyone at Bedfordshire Schools Trust (BEST) shares an objective to help keep pupils safe by:

- Providing a safe environment for children and young people to learn in education settings
- Identifying pupils who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

#### ACADEMY/NURSERY COMMITMENT

The staff and Local Committee of the Board at this academy/nursery are committed to Safeguarding and Promoting the Welfare of all of its pupils and it aims to create a culture of vigilance. Each pupil’s welfare is of paramount importance. We recognise that some pupils may be especially susceptible to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. The academy/nursery recognises that pupils who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Staff recognise that some pupils who have experienced abuse may harm others. Staff will always take a considered and sensitive approach in order to support all pupils. We will always act in the best interest of the pupil.

At the academy/nursery, pupils are taught about safeguarding, including online threats, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

#### THE AIMS OF THIS POLICY ARE:

- To promote children’s welfare
- To support pupil’s development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse or risk of abuse
- To provide a systematic means of monitoring pupils known or thought to be susceptible or at risk of harm
- To emphasise the need for good levels of communication between all members of staff both within individual academies as well as across sites
- To explain the system and procedure within the academy/nursery which will be followed by all staff if they are worried about a pupil’s welfare or if they are being abused
- To develop and promote effective holistic working relationships with other agencies such as the Education Welfare Service, Education Psychology Service, Police and Children’s Services
- To ensure that all adults within our academy/nursery who have access to pupils or who have access to information, data or meetings concerning children have been checked as to their suitability via their references and the disclosure and barring agency.

## EACH ACADEMY/NURSERY WILL ENSURE THAT:

- They have a Designated Safeguarding Lead (DSL), who is a member of SLT and who is trained to the appropriate level, who undertakes regular training, in line with KCSIE and has a suitable job description
- They have at least 2 additional members of staff who will act in the designated teacher's absence
- A member of the Local Committee of the Board is designated to monitor Child Protection and the Director of Education (DoE) of Bedfordshire Schools Trust (BEST) is responsible for monitoring Safeguarding overall
- All members of staff will undergo basic safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive updated training every year, in line with designated good practice
- All members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk – all staff should be aware that children may not feel ready or know how to tell someone they are being abused
- All temporary staff and regular volunteers, having contact with our pupils, will be checked (DBS) and given a copy of this policy or a brief checklist of what to do.
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures
- All pupils are made aware of who the Child Protection Team are and who they can speak to in the academy/nursery if they are worried or concerned
- Their procedures will be regularly reviewed and up-dated and reported, as appropriate, to the Local Committee of the Board. (Report produced by Designated Teacher)
- All new members of staff will be given a copy of the academy/nursery's Child Protection Procedures as part of their induction into the academy/nursery
- Child Protection Awareness and updates will be carried out as part of INSET and Continuing Professional Development (CPD)
- All staff will receive annual refresher training with a review of the Policy taking place in September each year

## SECTION B - PRINCIPLES / PROCEDURES / PRACTICE & PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### SAFER RECRUITMENT & SELECTION

BEST pays full regard to the DfE guidance 'Keeping Children Safe in Education'. We ensure that all appropriate measures are applied in relation to everyone who works in the academy/nursery who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, Barred List Check and Disclosure and Barring Service checks.

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



The SCR will be monitored and checked by the DSL/HT/Safeguarding Governor on a regular basis, throughout the academic year: Example half termly.

### Appointing new staff

When appointing new staff, we will:

- Verify their identity. We will keep a copy of this on the successful candidate's personnel file
- Best practice is checking the name on their birth certificate
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below)
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will retain a copy of this on the staff personnel file
- Verify their professional qualifications, as appropriate and retain a copy in the staff personnel file
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Secretary of State section 128 direction A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:
  - Take up a management position in an independent school, academy/nursery, or in a free school as an employee
  - Be a trustee of an academy/nursery or free school trust; a governor or member of a proprietor body of an independent school
  - Be a governor on any Local Committee of the Board in an independent school, academy/nursery or free school that retains or has been delegated any management responsibilities
  - Ask for written information about previous employment history and check that information is not contradictory or incomplete.

Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will also carry out online searches as part of the due diligence checks – all short-listed candidates will be informed of this prior to undertaking the searches.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

### Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the academy/nursery has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances when the academy/nursery is in session.

We will check the identity of all contractors and their staff on arrival at the academy/nursery.

### Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

#### Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in paragraphs 280-285). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, academies/nurseries must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, academies/nurseries should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

#### Governance

All members of the governance team will have an enhanced DBS check and a section 128 check. Governors deemed to be working in regulated activity will have an enhanced DBS check inclusive of a barred list check.

#### SAFE PRACTICE

Each academy/nursery will adopt the IRSC "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" (May 2020). The academy/nursery will ensure that all staff are aware of the Keeping Children Safe in Education document, which sets out the requirements for relationships with pupils and expectations of staff.

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Discuss and/or take advice from academy/nursery management over any incident which may give rise to concern
- Record any incidents or decisions made
- Apply the same professional standards regardless of all protected characteristics within the Equality Act 2010
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

#### SAFEGUARDING INFORMATION FOR PUPILS

BEST academies/nurseries are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Exactly how much information and the nature of the explanation should be age appropriate and determined by the individual setting. All pupils know that there are senior members of staff with responsibility for child protection and know who they are. academy/nursery staff inform pupils who they can talk to, both in and out of the academy/nursery, their right to be listened to and heard and what steps can be taken to protect them from harm. The academy/nursery recognises the importance of both mental and physical health of pupils.

Information is made available to pupils, such as Childline and NSPCC helplines, posters, NSPCC and Childline website addresses.

Academy/nursery arrangements for consulting with and listening to pupils are the tutor system, academy Sixth Form leadership team, prefect team, house councils, peer support schemes, mentoring, counselling services, pupil questionnaires and working collaboratively with parents.

Ensuring pupils are aware of these arrangements, and the staff involved, is a major part of the Induction programme for the new intake. This is followed up in tutor time, assemblies, weekly newsletters, PSHE and daily notices.

Academy/nursery staff regularly audit the curriculum schemes of work to identify appropriate opportunities where pupil safety and analysis of risk can be highlighted.

## PARTNERSHIP WITH PARENTS

We share a commitment with parents / carers to keep children safe from harm and to have their welfare promoted. Staff provide information in relation to safeguarding with parents / carers via parent mail, on the website and updates as necessary in the newsletter. Staff are committed to working with parents/carers positively, openly and honestly. Staff ensure that all parents / carers are treated with respect, dignity and courtesy. The academy/nursery respects parents' / carers rights to privacy and confidentiality and will not share sensitive information unless permission has been given or it is necessary to do so in order to protect a child.

The academy/nursery will share with parents / carers any concerns they have about their child unless to do so may place a child at risk of harm.

We encourage parents / carers to discuss any concerns they may have with the relevant pastoral team member.

Parents/carers are made aware of the academy/nursery's policy by individual academy/nursery prospectus and newsletters, and parents/carers are made aware that they can view this policy on request or on the website.

BEST academies/nurseries follow the Local Safeguarding Children Board procedures. The academy/nursery will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the academy/nursery will discuss concerns with Children's Services and/or the Police without parental knowledge (in accordance with Child Protection procedures). The academy/nursery will, of course, always aim to maintain a positive relationship with all parents. The academy/nursery's Safeguarding Policy is incorporated in this policy.

## PARTNERSHIPS WITH OTHERS

We recognise that it is essential to establish positive and effective working relationships with other agencies e.g. the LA, Children's Services, Police, Healthcare organisations, Childline, Children Centres and Early Intervention Service. These relationships are continually nurtured and developed via a range of activities and dialogue.

Academies and nurseries, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document

## ACADEMY/NURSERY TRAINING AND STAFF INDUCTION

The academy/nursery's senior members of staff with designated responsibility for child protection must undertake child protection training and training in inter-agency working, that is provided by PAN Bedfordshire

LSCB and undertake refresher training at 2 yearly intervals. The Principal/Manager and all other academy/nursery staff, including non-teaching staff, undertake appropriate safeguarding and child protection induction training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training annually. (The SCR holds all training dates and details). Staff are also committed to sign the BEST Staff Code of Conduct and will also sign to say they have read the following:

- BEST Anti-Bribery Policy (Updated June 2023)
- BEST Confidential Reporting (Whistle blowing) Policy (January 2024)
- BEST Data Protection (GDPR) & Privacy Notices Policy (September 2024)
- BEST Health & Safety Policy (April 2024)
- Behaviour Policy (assigned locally)
- Online Safety Policy (assigned locally)
- Keeping Children Safe in Education (Sept 2024) – see Appendix 4 for applicable sections
- Child on Child Abuse Policy (formerly known as Peer on Peer Abuse Policy) (assigned locally)

### SUPPORT, ADVICE AND GUIDANCE FOR STAFF

Staff will be supported by the Designated Safeguarding Lead and team.

The designated senior person will be supported by SLT, nominated Governor for safeguarding and nominated LA staff. Advice and support is always available from the Local Authority Designated Officer. Advice is available from Children’s Services HUB (0300 3008585) and the Police Child Abuse Investigation Team - see contacts list at the end of this policy.

### RELATED ACADEMY/NURSERY PRACTICE AND POLICIES

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying, and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, academy/nursery security, drugs and substance misuse, GDPR etc. There may also be other safeguarding issues that are specific to the local area or population. These related policies can be found on our website.

### HEALTH AND SAFETY – (For more information see full and detailed policy)

BEST’s Health and Safety Policy, which can be found on the BEST website, reflects the consideration given to the protection of children both within the academy/nursery environment and when away from the academy/nursery when undertaking academy/nursery trips and visits.

Each academy/nursery ensures the safety of its environment for pupils through:

- Controlling access to the site - a single entry/exit access point for visitors, which is supervised by reception staff
- Ensuring that the academy/nursery complies with health and safety requirements for all on-site activities
- Ensuring risk assessments are in place before allowing any trips, visits or work experience placements
- Vigilant monitoring to guard against intruders, antisocial behaviour and drug and alcohol misuse on site
- Curriculum activities and social areas compliant with health & safety requirements.

- Work experience arrangements that include safeguarding information for employers and a requirement that they accept their child protection responsibilities
- Passes issued to visitors with prior appointments, after their identity has been checked
- Visitors being met at reception and escorted into the academy/nursery
- Signing-out arrangements for pupils with permission to leave the site
- Record of staff/visitors signing in/out
- Supervision of pupils at break and lunchtimes.

## 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.

Each academy/nursery has a mandatory duty to report to the local authority where they are aware or suspect that a pupil is subject to a private fostering arrangement. Although the academy/nursery has 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/nursery. However, it should be clear to the academy/nursery who has parental responsibility.

Academy/nursery 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 pupil involved to check that they are aware of their duty to inform the LA. The academy/nursery itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the academy/nursery, the academy/nursery will take steps to verify the relationship of the adults to the pupil who is being registered.

## INFORMATION SHARING AND CONFIDENTIALITY

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and UK GDPR
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children’s social care or the Prevent program.

BEST has regard to Information Sharing and follow the PAN Bedfordshire LSCB guidance and procedures. Personal information about children and families held by agencies should not normally be disclosed without the consent of the subject. The law permits, however, the disclosure of confidential information necessary to safeguard the child or act in their best interests.

The academy/nursery is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

This includes:

- Confidence in the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and is treated as 'special category personal data'
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- For academies/nurseries, not providing pupils' personal data where the serious harm test under the legislation is met. example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met they must withhold providing the data in compliance with academy/nursery's obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt academies/nurseries should seek independent legal advice.

DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Other relevant BEST / academy / nursery policies / procedures which should be read in conjunction with this policy are:

- Anti-Racism Policy
- Anti-Bullying Policy
- Attendance Policy
- Online safety including pupil acceptable use agreement
- Cyber Security Policy (BEST / PEL)
- Equality Policy – BEST (and Equality Statement for the setting)
- Supporting Students and Pupils with Medical Needs Policy
- Misuse of Drugs & Alcohol Policy
- Educational Visits Policy
- Attendance Policy
- Behaviour Management & Physical Intervention Policy
- Admissions Policy - BEST
- Whistleblowing (Confidential Reporting Policy) - BEST
- Teaching & Learning Handbook
- Sex & Relationships Policy
- Screening, Searching & Confiscation Policy



- Data Protection (GDPR) Policy & Privacy Notices – BEST
- Child on Child Abuse Policy (formerly known as Peer on Peer Abuse Policy)
- Recruitment and Selection Policy (BEST)
- Supervision (DSL) Policy (BEST)

These policies can be found on either of the following links for BEST policies

<https://www.bestacademies.org.uk/page/?title=Governance&pid=7>

and academy policies <https://www.samuelwhitbread.org.uk/page/?title=Policies&pid=19>

## PUPIL INFORMATION

In order to keep pupils safe and provide appropriate care for them, the academy/nursery will maintain accurate and up to date information regarding:

- Names and contact details of persons with whom the pupil normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the pupil from the academy/nursery (if different from above)
- Any relevant court orders in place including those which affect any person's access to the pupil (e.g. Residence Order, Contact Order, Care Order, Injunctions etc)
- If the pupil is or has been the subject of a Child Protection Plan/ statutory assessment
- Name and contact detail of G.P
- Medical conditions
- Any other factors which may impact on the safety and welfare of the pupil i.e. Early Help assessments.

The academy/nursery will collate, store and agree access to this information. The Data Protection Policy informs stakeholders how and what data is shared. Parents/carers are then able to opt out of this system. The academy/nursery's Data Manager has control over access to information.

## ROLES AND RESPONSIBILITIES

At BEST we recognise the possibility that adults working in the academy/nursery may harm children.

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and that online safety training is provided as part of regular updates.

## THE TRUST

- BEST has strategic leadership responsibility for the academy/nursery's safeguarding arrangements, and there is a whole academy/nursery approach to safeguarding
- Ensures that there is a safeguarding policy, procedures and training in place which are always effective and comply with the law. The policy is made available publicly
- Makes sure that the policy will be reviewed at least annually or more often, for example in the event of new guidance or a significant incident
- Operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training



- Ensures that procedures are in place for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust
- Makes sure that there is a senior member of the academy/nursery leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection (the “Designated Safeguarding Lead” or deputy) and should always be available during academy/nursery hours, and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of hours and out of term activities
- Ensures that the Principal/Manager, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the academy/nursery’s arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education). Training should include FGM/Prevent/Child Exploitation
- Makes certain that any deficiencies or weaknesses in these arrangements brought to the attention of the Trust will be rectified without delay
- Assign the Director of Education (Alison Wilshaw) to deal with any allegations of abuse made against the Principal, with advice and guidance from the Local Authority Designated Officer (LADO)
- Ensures that effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - [“Guidance for Safer Working Practice for those who work with children in education settings February 2022”](#).

#### LOCAL COMMITTEE OF THE BOARD (LCB)

- Governors will have an enhanced criminal records certificate from the DBS
- Governors will have a section 128 check, because a person subject to one is disqualified from being a governor - this will be carried out using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency’s (TRA)
- Governors will be checked to ensure that the person recruited as a governor is not barred because of being subject to a section 128 direction
- Ensure that children are taught about safeguarding, including online safety. This as part of providing a broad and balanced curriculum
- Ensure that there is an individual member of the Local Committee of the Board, Tony Edwards, who will champion issues to do with safeguarding children and child protection within the academy/nursery, liaise with the Designated Safeguarding Lead, and provide information and reports to the Local Committee of the Board
- Ensures that the academy/nursery contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2023 including providing a co-ordinated offer of Early Help for children who require this. Early Help may be offered directly through our academy/nursery early help provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority
- In terms of GDPR- the Local Committee of the Board and proprietors are aware that among other obligations, the [Data Protection Act 2018](#) and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure in
- Makes sure that the academy/nursery complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Principal/Manager and DSL they should assess the level of risk within the academy/nursery and put actions in place to reduce that risk

- Ensure that the academy/nursery operates safe recruitment procedures and makes sure that all appropriate checks (DBS and prohibition) are carried out on staff and volunteers who work with children
- Ensure that the academy/nursery has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- Has a named Governor for Safeguarding who meets with the Designated Safeguarding Lead termly using BEST recommended templates; the BEST Director of Education will oversee Safeguarding
- Makes sure that there is a member of the academy/nursery's leadership team who is designated to take lead responsibility for safeguarding and child protection, and reports to the Local Committee of the Board at every meeting
- Ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- Ensure that all staff undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training should be regularly updated
- Remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- The BEST Director of Education to be responsible for liaising with the Local Authority Designated Officer (LADO) and /or partner agencies in the event of allegations of abuse being made against the Principal/Manager
- Where services or activities are provided on the academy/nursery premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy/nursery on these matters where appropriate; and they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- Includes e-safety and filtering and monitoring systems in its work and reviews effectiveness of provision in this area
- Ensure that the leadership team and relevant staff have awareness and understanding of the provisions in place for filtering and monitoring and manage them effectively, and know how to escalate concerns when identified. Consider the number and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

#### PRINCIPAL/MANAGER – Nick Martin

- Ensures that the policies and procedures adopted by the Local Committee of the Board / Trust Board are fully implemented, and followed by all staff
- Allocates sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities
- Enables all staff and volunteers to feel able to raise concerns about poor or unsafe practice in regard to children, and addresses such concerns sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

- Will be the point of contact and respond to any allegations against staff including low level concerns.

#### DESIGNATED SENIOR PERSON – Thomas Rowell to be read in conjunction with Annex C of KCSIE

- Takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) during school hours
- Refers cases of suspected abuse or allegations to the relevant investigating agencies
- Acts as a source of support, advice and expertise within the educational establishment
- Liaises with Principal/Manager to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role under Section 47 of the Children’s Act 1989
- Keeps detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping
- Ensures that this policy is updated and reviewed annually, and work with the Local Committee of the Board regarding this
- Recognises how to identify signs of abuse and when it is appropriate to make a referral
- Has a working knowledge of how the LSCB operate, the conduct of a child protection case conference and be able to attend and contribute to these
- Ensures that all staff have access to and understand the academy/nursery’s safeguarding policy
- The Designated Safeguarding Lead undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc
- Ensures that all staff have induction training
- Obtains access to resources and attend any relevant or refresher training courses at least every two years
- Liaises with the named Governors for Safeguarding
- The Designated Safeguarding Lead (or a deputy) should always be available (during academy/nursery hours) for staff in the academy/nursery to discuss any safeguarding concerns. (availability via phone and or Skype or other such mediums is acceptable)
- If the DSL is not available, staff should speak to a member of the SLT and/or take advice from local children’s social care
- A member of SLT is always available via telephone for all out of hours/out of term activities.

#### DEPUTY DESIGNATED SAFEGUARDING LEADS (Megan Kennedy)

- All deputies should be trained to the same standard as the Designated Safeguarding Lead
- Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the Designated Safeguarding Lead; this lead responsibility should not be delegated.

#### DATA MANAGER

- The Data Manager is responsible for maintaining correct information on pupils.

#### MEMBER OF SLT WITH RESPONSIBILITY FOR STRATEGIC DEVELOPMENT OF IT

- Liaises with staff, the Local Authority (LA), IT technical staff, Governors and SLT on all issues related to e- safety
- Ensure that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place
- Provide training and advice for staff

- Receive reports of e-safety incidents and creates a log of incidents to inform future e-safety developments
- Co-ordinate and review the academy/nursery's e-safety education programme.

### THE ATTENDANCE OFFICER

- The Attendance Officer, Designated Person or other appropriately designated staff is responsible for notifying Children's Services if a child on a Child Protection Plan is absent for more than two days.

### THE PREMISES MANAGER/SITE AGENT

- The Premises Manager is responsible for maintaining the safety and security of the site and ensuring safe access for pupils with disabilities.

### ICT NETWORK MANAGERS

Each site's Network Manager is responsible for maintaining safe systems of internet access, blocking any undesirable (e.g. pornographic, racist, violent) sites. This includes checking that:

- Ensure that the IT infrastructure in the academy/nursery is secure and meets e-safety technical requirements
- Ensure that the academy/nursery's password policy is adhered to
- Make sure that the academy/nursery's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- Ensure that the academy/nursery filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content)
- Make sure that the Co-ordinator keeps up to date with e-safety technical information
- Ensure that the academy/nursery's IT infrastructure (network, remote access, e-mail, VLE etc.) is regularly monitored during school hours in order that any misuse or attempted misuse can be reported to the E-Safety Manager, SLT, HOY or PSO for investigation/action/sanction
- Ensure that when children use the academy's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.
- Have due regard for DfE filtering and monitoring standards, and cyber security standards – see Appendix 3 for links to resources and useful information

### PUPILS (to an age appropriate level)

- Are responsible for using the academy IT systems in accordance with the Pupil Acceptable Usage Agreement, which they will be required to sign before being given access to academy systems
- Parents/carers will be required to read through and sign alongside their child's signature
- Understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- Understand the importance of adopting good e-safety practice when using digital technologies out of the academy and realise that the E-Safety Policy also covers their actions out of the academy, if related to their membership of the academy.

### ALL STAFF AND VOLUNTEERS, INCLUDING COMMISSIONED SERVICES (SUCH AS COUNSELLORS AND IT CONTRACTED STAFF)

- Fully comply with BEST/the academy/nursery's policies and procedures
- Attend appropriate training
- Inform the designated persons of any concerns
- Read and sign that they have understood the staff IT Acceptable Use Policy.

## WHAT STAFF NEED TO KNOW

All staff are aware of systems within our academy/nursery which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding policy (and associated policies)
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying)
- Staff Code of Conduct
- Safeguarding response to children who are absent from education (particularly on repeat occasions and/or for a prolonged period); and
- Role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and Keeping Children Safe in Education (as per Appendix C of this policy) is provided to staff at induction.

All our staff will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All our staff will be aware of their local early help process and understand their role in it.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All our staff know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All our staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

## RELATIONSHIPS AND SEX EDUCATION

This may include covering relevant issues for academies through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory from September 2020, with statutory guidance here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Academies and nurseries play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture where sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment are never tolerated. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/ college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in

regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to- sexual consent, sexual exploitation, sextortion, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The following resources may also help:

- [DfE advice for schools: teaching online safety in schools](#)
- [UK Council for Internet Safety \(UKCIS\)30 guidance: Education for a connected- world](#)
- [National Crime Agency's CEOP education programme: Thinkuknow](#)
- [Public Health England: Rise Above.](#)

Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) became compulsory from September 2021. Academies have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

## SECTION C - IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in our academies/nurseries are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy/nursery staff being alerted to concerns.

All staff should be aware that children may not feel ready or know how to tell someone they are being abused. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

All staff should be aware of the importance of understanding intra familial harms and any necessary support needed for siblings following incidents. There may be ongoing risks to the victim, other children, adult students or school or college staff.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies should ensure their safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND.

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the Department's:

- [SEND Code of Practice 0 to 25](#), and
- [Supporting Pupils at School with Medical Conditions](#).

And from specialist organisations:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service](#) (councilfordisabledchildren.org.uk)
- [Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people](#)
- [Council for disabled children - Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEND, and their parents.](#)

## DEFINITIONS

**CHILD** - As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday

**HARM** - Means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another, such as domestic abuse

**DEVELOPMENT** - Means physical, intellectual, emotional, social or behavioural development

**HEALTH** - Includes physical and mental health

**ILL-TREATMENT** - Includes sexual abuse and other forms of ill-treatment which are not physical

## INDICATORS OF ABUSE AND NEGLECT

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside the home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

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



(including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

**ABUSE** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they can see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

**PHYSICAL ABUSE** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanation for injuries
- Untreated injuries or lingering illness not attended to
- Disclosure of punishment which appears to be excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression / bullying
- Running away from home
- Significant changes in behaviour with no apparent explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries.

**SEXUAL ABUSE** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### POSSIBLE SIGNS OF SEXUAL ABUSE

- Bruises, scratches, burns or bite marks on body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Pregnancy, particularly in the case of young adolescents who are evasive concerning the identification of the father
- Sexual awareness inappropriate to the child's age shown in drawings, vocabulary, games etc
- Frequent public masturbation
- Attempts to teach other children about sexual behaviour



- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends.

**EMOTIONAL ABUSE** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from 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 frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Drug / solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb- sucking etc
- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour
- Eating problems, including over-eating and lack of appetite.

**NEGLECT** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

#### POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at the academy/nursery
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Weight loss.

## POSSIBLE SIGNS IN OLDER CHILDREN

- Promiscuity, prostitution, provocative sexual behaviour
- Self-injury, self-destructive behaviour, self-harm attempts
- Eating disorders
- Tiredness, lethargy, listlessness
- Over compliant behaviour
- Sleep disturbances
- Unexplained gifts of money
- Depression
- Changes in behaviour.

## CHILDREN ABSENT FROM EDUCATION

All academies/nurseries follow the PAN Bedfordshire Local Authority guidance. For further details, contact the Team Leader for Access & Inclusion or equivalent at the Local Authority.

Knowing where pupils are during academy/nursery hours is an extremely important aspect of Safeguarding. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. It is important that the academy's response to persistently absent pupils and unexplainable absences from education is supportive, that any potential abuse is identified and that the risk of the pupil becoming a child missing education in the future is reduced.

We monitor attendance carefully and address poor or irregular attendance without delay.

The academy/nursery will always follow up with parents/carers when pupils are not attending the academy/nursery. This means the academy/nursery expects to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the academy/nursery as soon as possible if the numbers change. In response to the guidance in Keeping Children Safe in Education the academy/nursery has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when the academy plans to take pupils off-roll when they:

- Leave school to be home educated
- Move away from the academy's location
- Remain medically unfit beyond compulsory school age
- Are in custody for four months or more (and will not return to the academy afterwards); or
- Are permanently excluded.

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

When a pupil leaves the academy/nursery, the academy/nursery will record the name of the pupil's new school and their expected start date. Further information can be found in '[Children Missing in Education: statutory guidance for Local Authorities](#)' -September 2016

Further information and support can be found in [Guidance on school attendance 'Working together to improve school attendance'](#).

## ELECTIVE HOME EDUCATION

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

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended, we must inform our LA of all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from the academy with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

## CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**CHILD SEXUAL EXPLOITATION (CSE)** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- Can still be abused even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including

gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education.

### CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### COUNTY LINES

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

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations.

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

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Safeguarding Leads may contact the local police force or dial 101 (the non-emergency number) to discuss concerns in confidence and help gain access to support and advice.

The local authority or police might suggest a referral to the 'Channel' programme. 'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. For more information about 'Channel' call 101 to discuss concerns.

For further information refer to Prevent Duty Guidance for England & Wales, dated 2023, published by HM Government.

## PREVENTING RADICALISATION

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy/nursery's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## RECOGNISING EXTREMISM

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside of the academy
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour

- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-western or anti-British views
- Advocating violence towards others.

## FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- 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.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from the academy, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear
- Talking about pain or discomfort between her legs.

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.

## HONOUR BASED ABUSE (HBA) AND CULTURAL BELIEFS (INCLUDING WITCHCRAFT)

Honour based abuse can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others. So-called 'honour-based' abuse (HBA) or '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 HBA/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 HBA, they must contact the Designated Safeguarding Lead as a matter of urgency. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Faith abuse, which includes practices relating to a belief in spirit possession and witchcraft is often a hidden crime which is under-reported but can have a significant impact on children. Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. There is a variety of definitions associated with abuse linked to faith or belief. The National Action Plan includes the below when referring to Child Abuse Linked to Faith or Belief (CALFB).

Belief in concepts of:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

[\(The National FGM Centre\)](#)

## DOMESTIC ABUSE

Domestic abuse is a safeguarding and child protection issue any child or young person who has been witness to or involved in incidents of domestic abuse will have suffered a degree of trauma, likely to be at risk of emotional damage and or physical injury. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

BEST academies work in conjunction with Local Authority's Operation Encompass team to support those pupils where domestic abuse has affected them. Staff monitor, record and pass on any concerns to the relevant staff or agency. Allegations of domestic abuse or the risk of witnessing of such incidents will be referred to the Intake and Assessment Team under our Child Protection Procedures.

Referral could be sent if required.

## FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to



coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

This is a safeguarding and CP issue. The academy/nursery will ensure:

- All staff need to be aware of any signs that would indicate a pupil is concerned that they may be taken away
- There are close checks on requests for holidays abroad or requests for leave of absence
- There is close monitoring of attendance and reasons for absence. This may include EWO involvement. Concerns regarding the possibility of forced marriage will be referred to the Intake & Assessment Team.

Further information and guidance is linked in Appendix 3.

## CHILD ON CHILD ABUSE

All our staff are aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of the academy/nursery and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All our staff understand, that even if there are no reports in their academy/nursery it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse, they should speak to their designated safeguarding lead (or deputy).

All our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

As with all abuse, all our staff have a zero tolerance to child on child abuse.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery)



- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All our staff are clear as to the academy/nursery’s policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All our staff will be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from the academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All our staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from the academy, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: [county lines guidance](#).

All our staff are aware that children can abuse other children (often referred to as peer on peer or child on child abuse). This is most likely to include but may not be limited to:

- Abuse in intimate personal relationships between peers
- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

#### Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We will respond to reports of child on child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for academies refer to: [Keeping Children Safe in Education](#).

## Responding to an allegation of child on child sexual abuse, violence or harassment

The academy/nursery will **respond to all reports and concerns** of child on child sexual violence and sexual harassment, including those that have happened outside of the academy/nursery premises, and or online (what to look out for, and indicators of abuse are set out in Part one of this guidance).

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of **'it could happen here'**.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The academy/nursery will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the academy/nursery's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the academy/nursery's duty and responsibilities to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).

## Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the academy establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The academy should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on the academy premises (including during any before or after school-based activities) and on transport to and from the academy, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing academy premises and academy transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated. The wishes of the victim, the nature of the allegations and the protection of all children in the academy will be especially important when considering any immediate actions.

#### Options to manage the report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required.

Child and adolescent mental health services (CAMHS) CAMHS is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.

#### Safeguarding and supporting the alleged perpetrator(s)

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The academy/nursery has a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any sanctions
- We will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them
- We will consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police
- If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file
- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.

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

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## DEFINITIONS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

## CONSENT

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## SEXUAL HARASSMENT

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (academies should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include non-consensual sharing of sexual images and videos (including AI generated images and videos).

- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats; sextortion; and up skirting.

In cases where child on child abuse has been found to have taken place, a relevant risk assessment will be carried out for both the victim(s) and the perpetrator(s). The risk assessment will be shared with the appropriate staff and reviewed regularly.

The NSPCC runs a dedicated helpline (Report Abuse in Education) for people who have experienced sexual abuse in education. The number is 0800 136 663 and the email is [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## SEXTING AND UP-SKIRTING

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'. The criminalisation of "up-skirting" as discussed in KCSIE, defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. This is not tolerated and will be reported to relevant agencies.

## MENTAL HEALTH

All staff should also 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their Safeguarding Policy and speaking to the designated safeguarding lead or a deputy.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

## ONLINE SAFETY

Each academy/nursery ensures that children are safeguarded from potentially harmful and inappropriate online material and apply the appropriate filtering and monitoring on school devices and school networks. We have an effective whole academy/nursery approach to online safety empowers us to protect and educate pupils, students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

- 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: personal 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.

Local Governing Bodies should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

### FILTERING AND MONITORING

Local Governing Bodies must ensure that they are doing all they reasonably can to limit children’s exposure to the risks from the school’s IT system. As part of this, the trust and LGBs ensure that appropriate filtering and monitoring systems are in place and regularly review their effectiveness – see Local Committee of the Board roles and responsibilities section.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty.

In order to meet this duty, BEST settings have due regard for the [Department for Education filtering and monitoring standards](#) and commit to:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

See Appendix 3 for links to useful resources and additional guidance.

### ONLINE HOAXES & CHALLENGES

A hoax is a deliberate lie designed to seem truthful. A challenge will generally involve the user recording themselves taking a challenge and then distributing it – the circulation of these challenges may dare or inspire others to try it. Many challenges can be potentially harmful or life threatening. In cases of online hoaxes or challenges, we follow the Harmful Online Challenges and Online Hoaxes non-statutory DfE guidance (published 12th February 2021).

The DSL should be involved with any suspected or reported cases of online hoaxes or challenges. Each case will be reviewed individually to assess the scale and nature of possible risk to children and young people. The DSL will assess the facts of the situation and whether it is a national risk or localised to the area or institution. The DSL can check the factual basis with reliable sources such as Professional Online Safety Helpline from the UK Safer Internet Centre. If it is a local risk, local advice will be sought such as the Local Authority or police as appropriate.

## CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a academy/nursery can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to an academy on their own) it is important we provide practical advice on how to keep themselves safe. As a academy/nursery we provide outdoor-safety lessons run by our teachers or by local police staff. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org)

## HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases we will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year olds who may be homeless and/or require accommodation: [here](#).

## CHILDREN WITH ADDITIONAL VULNERABILITIES

There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the academy/nursery knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children (for example, Virtual School for Children in Care).

**Name setting** will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration; no single point of contact for the academy/nursery as a child has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing



safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations.

### CHILDREN LOOKED AFTER AND PREVIOUSLY CHILDREN LOOKED AFTER

The most common reason for children becoming looked after is because of abuse and/or neglect. Governing bodies and proprietors will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### VIRTUAL HEAD – EXTRA DUTIES

In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

### SECTION 41 -STATUTORY CHILDREN'S SOCIAL CARE ASSESSMENTS AND SERVICES

Concerns about a child's welfare should be referred to local authority children's social care. **Where a child is suffering, or is likely to suffer from harm, the academy/nursery will make a referral to children's social care and if appropriate the police is made immediately.** Referrals will follow the local referral process. Children's social care assessments should consider where children are being harmed in contexts outside the home. Samuel Whitbread Academy provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Chapter one of Working Together to Safeguard Children. Examples of poor practice include:

- Failing to act on and refer the early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information with the right people within and between agencies
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action.

### CHILDREN POTENTIALLY AT GREATER RISK OF HARM

Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline), such as children who need a social worker (Child in Need and Child Protection Plans) or children who are absent from education.

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



Local authorities should share the fact a child has a social worker, and the designated safeguarding lead may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and academies/nurseries to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Any child may benefit from early help, but all staff will be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which may benefit from Early Help, for example, if they are:

- Bereaved
- Viewing problematic or inappropriate online content or developing inappropriate relationships online
- Have recently returned home to their family from care
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where Early Help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local Early Help process will be followed as required.

### CHILDREN WHO ARE LESBIAN, GAY, BI, OR TRANS (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

### VULNERABLE ADULTS

There is a recognition in this policy that for those Academies with a Sixth Form, there are likely to be young adults in our care (aged 18+). The academy will ensure that there are staff who are trained in protecting vulnerable adults, and the details and procedures contained within this policy also apply to any vulnerable adults within our care.

## SECTION D - TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT EACH ACADEMY/NURSERY AND AT HOME

(see Flow Chart in Appendix 2)

Our staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child’s welfare, we act on them immediately. If staff have a concern, we follow our organisation’s safeguarding policy and report concerns to the Designated Safeguarding Lead (or deputy). It is not the responsibility of academy/nursery staff to investigate welfare concerns or determine the truth of any disclosure or allegation. This may only be investigated by the Police, NSPCC or Social Care. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for safeguarding and child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

### STAFF WILL IMMEDIATELY REPORT

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. Worrying drawings or play)
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment

- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse from any person
- Any concerns regarding person(s) who may pose a risk to children (e.g. Living in a household with children present).

## RESPONDING TO DISCLOSURE

Disclosures or information may be received from pupils, parents/carers or other members of the public. The academy/nursery recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Should pupils have communication difficulties the academy/nursery will ensure they are enabled to express themselves to a member of staff with appropriate skills wherever possible.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person(s) and make a contemporaneous record as soon as possible following the disclosure.

## TIMING OF REFERRALS

Academies have no legal right to stop the young person from going home at the end of the academy day, unless otherwise authorised by the relevant services, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.

It is particularly important that any concerns about the Safeguarding and Protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any academy/nursery holiday breaks. This is in order to safeguard the young person and ensure systems are in place, but also to ensure that relevant staff are available to attend any strategy meetings, conferences or to provide reports. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated persons in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of academy/nursery staff
- Clarify the information if necessary
- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did x hit you?' using the 6r's recognise, receive, reassure, respond, record, refer. Staff may also choose to use 'TED': Tell me, Explain to me, Describe to me
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told but the information does have to be passed onto relevant members of staff
- Explain what will happen next and that the person will be involved as appropriate
- Share the information in writing as soon as possible even if there has been a verbal conversation using the CPOMs system.

## ACTION BY THE DESIGNATED SENIOR PERSONS (OR OTHER SENIOR PERSON IN THEIR ABSENCE)

Following any information raising concern, the senior designated persons will consider:

- Any urgent medical needs of the child
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Children's services
- Making a report to the police
- The child's wishes.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to social care (intake and assessment) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately. Any serious concerns will be reported immediately to children's services via a written referral or via telephone prior to referral being completed

or

- Not to make a referral at this stage, an Early Help Assessment Form (EHA) may be more appropriate
- If further monitoring is necessary
- If it would be appropriate/beneficial to undertake an assessment (e.g. standard referral) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Services will be accompanied by a standard referral form.

## ACTION FOLLOWING A CHILD PROTECTION REFERRAL

The designated senior person or other appropriate member of staff will:

- Make regular contact with Children's Services and wherever possible, contribute to the Strategy Discussion
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child or children are the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Where possible, share all reports with parents prior to meetings
- Where a child who is the subject of a child protection plan moves from the academy/nursery or goes missing, immediately inform the key worker in Children's Services.

We recognise that staff working in the academy/nursery who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The academy/nursery will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

## RECORDING AND MONITORING

Accurate records will be made as soon as practicable via the CPOMS system and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file in the CPOMS system. These records will be copied and transferred to any academy/nursery or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' Original copies will be retained until the child's 25th birthday.

Where children leave the academy/nursery, the designated safeguarding lead should ensure their child protection file is transferred to the new setting as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new setting to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND), are aware as required.

### SUPPORTING THE CHILD AND PARTNERSHIP WITH PARENTS

The academy/nursery recognises that the child's welfare is paramount, however, good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

Whilst academy staff may, on occasion, need to make referrals without consultation with parents, they will make every effort to maintain a positive working relationship with them whilst fulfilling their duties to protect any child.

The academy/nursery will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

The academy/nursery will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

### WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the academy/nursery, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health or safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

### ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE ACADEMY/NURSERY (INCLUDING VOLUNTEERS) – INCLUDING LOW LEVEL CONCERNS

The academy/nursery has procedures for dealing with allegations against a member of staff, supply teachers, volunteers or contractors. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance (BEST do not have a separate low level concerns policy).

Any concerns about the conduct of other adults in the academy/nursery should be referred to the Principal/Nursery Manager (or Designated Safeguarding Lead in their absence); any concerns about a Principal/Manager should be referred to the Trust's Director of Education and the Chair of Governors.

Where it is alleged that anyone working in an academy/nursery that provides education for children under 18 years of age (including all paid or unpaid staff, supply teachers and volunteers) 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; and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children if they work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The academy/nursery will follow the procedures set out in the Trust's Managing Allegations of Abuse policy. This includes allegations/concerns that do not meet the harm threshold.

When dealing with allegations, we will:

- Apply common sense and judgement
- Deal with allegations quickly, fairly and consistently; and
- Provide effective protection for the child and support the person subject to the allegation.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should still be shared.

Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should not be included in any reference.

Throughout the process of handling allegations and at the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the academy/nursery's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Academies/nurseries should ensure that low-level concerns are shared confidentially in a way which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values guardian/ safeguarding champion), or with the Principal/Manager is a matter for the setting to decide. If the former, then the DSL should inform the Principal/Manager of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The Principal/Manager should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some

settings, the Principal/Manager may wish to consult with the DSL and take a more collaborative decision-making approach.

The academy/nursery will ensure all staff understand the Trust's policy for managing allegations, including the contact details and what information the LADO will require when an allegation is made.

### **Governors**

If an allegation is made against a governor, the academy/nursery will follow their own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing the person from office.

Allegations against a governor should be reported to the Chair of the LCB and Principal. The Principal will keep the BEST CEO and DoE apprised of the situation. If the allegation is against the Chair of the LCB, this should be reported to the BEST CEO and DoE.

Allegations against a trustee should be reported to the Chair of the Trust Board and BEST CEO. If the allegation is against the Chair of the Board, this should be reported to the BEST CEO and Vice Chair of the Board.

### **THE USE OF 'REASONABLE FORCE' IN SCHOOLS/NURSERIES**

There are circumstances when it is appropriate for staff of Samuel Whitbread Academy use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

- Departmental advice for schools is available Use of reasonable force in schools guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Advice for colleges is available on the AOC website; Association of Colleges ([aoc.co.uk](http://aoc.co.uk)).

### **USE OF PREMISES FOR NON-SCHOOL ACTIVITIES**

The academy will ensure that when/if hire out our academy/nursery facilities/premises to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the academy/nursery under the direct supervision or management of our academy/nursery the arrangements for child protection will apply.

Where an external body is providing community or extra-curricular activities The academy will ensure seek assurance that appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements to lease with the academy on these matters where appropriate. The academy will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

DfE guidance on [Keeping Children Safe in Out-Of-School Settings](#) details the safeguarding arrangements that schools and colleges should expect providers to have in place.

Academies may receive an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children (for example community groups,



sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the academy will follow their safeguarding policies and procedures, including informing the LADO.

### Alternative Provision

The academy will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

[Alternative provision](#) - DfE Statutory Guidance

[Education for children with health needs who cannot attend school](#)

## SECTION E - SAFEGUARDING DURING GOVERNMENT MANDATED PERIODS OF SCHOOL/NURSERY CLOSURE

During periods of academy/nursery closures, for example, during national emergencies or government mandated closures, The academy/nursery will continue to have regard to the statutory safeguarding guidance Keeping Children Safe in Education.

We will ensure that where we care for children on site, we have appropriate support in place for them. We will take advice and work with the local safeguarding partners and refer to the Government guidance for education and childcare settings.

Samuel Whitbread Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Thomas Rowell

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Samuel Whitbread Academy will explore the reasons for this directly with the parent.

### Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in this policy, this includes making a report via CPOMs (or equivalent reporting system if CPOMs is not used), which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay.

The DSL and safeguarding team will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Where staff are concerned about an adult working with children they should continue to follow this policy.



Referrals to the local authority will continue as outlined in this policy. All Child Protection, Child in Need and Team around a Child meetings will continue remotely. A member of the academy/nursery safeguarding team will attend. The DSL or DDSL will attend any strategy meetings arranged remotely.

#### Safeguarding Training and induction

All existing staff have had safeguarding training and have due regard to KCSIE. The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the academy/nursery, they will continue to be provided with a safeguarding induction.

For movement within the Trust, academies/nurseries should seek assurance from their previous academy/nursery that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

#### Safer recruitment/volunteers and movement of staff

When recruiting new staff and volunteers, The academy/nursery will continue to follow the relevant safer recruitment processes for their setting.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

The academy/nursery may use volunteers to assist in circumstances such as national emergencies and lockdowns.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in the academy/nursery, will be in regulated activity. This means that if a volunteer is administering, for example a medical test (eg COVID-19) while unsupervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- By a person who is in regulated activity
- Regular and day to day
- Reasonable in all the circumstances to ensure the protection of children
- In appointing volunteers, the academy/nursery will continue to follow safer recruitment processes.

#### Children and online safety away from the academy/nursery

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the BEST code of conduct.

The academy/nursery will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred
- Where a teacher has concerns about a specific group, it is good practice to record a live class so that if any issues were to arise, the video can be reviewed
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- During 1:1 support sessions, the meeting is recorded and stored in the Google Drive and on CPOMS.

Supporting children not in the academy/nursery as they are following clinical or public health advice  
The academy/nursery is committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified/considered a child to be in need who is not subject to a statutory assessment, but who would normally access pastoral support within the academy, robust communication and planning should be in place to ensure the young person is safe.

Details of this plan must be recorded on CPOMs (or equivalent recording system if CPOMs is not used), as should a record of contact have made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The academy/nursery and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The academy/nursery recognises that academy/nursery is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Staff at The academy/nursery need to be aware of this in setting expectations of pupils' work where they are at home.

## MONITORING AND EVALUATION

All pupils at risk and with Child Protection Plans are monitored regularly at academy/nursery based safeguarding meetings where appropriate.

All pupils at risk and with Child Protection Plans are monitored by the Designated Safeguarding Lead, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate.

The designated Child Protection person meets the Principal/Manager every two weeks and more frequently where necessary to monitor individual cases.

The Designated Safeguarding Lead provides the designated Governor with a briefing paper annually and discusses updated information more frequently where appropriate.

Regular ‘blind’ checks of a sample of staff will be carried out by the external SI partner and auditor to ensure correct practices are accurately understood.

All staff regularly receive updated Child Protection information and training.

All adults working on a temporary or casual basis are required to read and sign for key policies before working with pupil(s).

Regular questionnaires regarding safeguarding issues and the perception of safety are issued to pupils, parents/carers and staff, the results analysed and data used to inform future planning and practice.

## APPENDICES

Appendix 1 - Intimate Care Guidelines

Appendix 2 - Safeguarding Raising a Concern Flow Chart

Appendix 3 - Signposting to Useful Contacts

Appendix 4 – KCSIE – who needs to read what?

Appendix 5 – Updates to BEST Safeguarding Policy Template

**Author:** BEST Director of Education and DSLs

**Date:** September 2024

## APPENDIX 1: Intimate Care Guidelines

Meeting a pupil's intimate care needs is one aspect of safeguarding. All staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. It is acknowledged that these adults are in a position of great trust. The pupil's welfare and dignity is of paramount importance.

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. It may also include invasive or non-invasive medical procedures. It also includes supervision of pupils involved in intimate self-care.

BEST staff who provide intimate care are trained to do so. This includes training in child protection, health and safety, and training in moving and handling, and are fully aware of best practice regarding infection control.

There is careful communication with each child who needs help with intimate care to discuss their needs and preferences, aiming for as much independence as possible. Where the child is of an appropriate age and level of understanding permission should be sought before starting an intimate procedure.

Pupils who require regular assistance with intimate care have this noted on their care plan. Where a care plan is not in place, parents/carers will be informed the same day if their child has needed help with meeting intimate care needs.

It is generally best practice for two people to undertake personal care of a young person, however, it is not always practical for two members of staff to assist with an intimate procedure and also this does not take account of the pupil's privacy. A member of staff will inform another adult when they are going to assist a child with intimate care.

It is best if there is a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing.

Wherever possible staff should care for a child of the same sex. However, the developmental age and stage needs to be considered.

Intimate care involves risks for pupils and adults as it may involve staff touching intimate areas on a pupil's body. It may be unrealistic to expect to eliminate these risks completely but best practice will be promoted and all adults will be encouraged to be vigilant at all times.

A written record will be kept in an agreed format every time a child requires assistance with intimate care, including date, times and any comments such as changes in the pupil's behaviour. It should be clear who was present. These records will be kept in the pupil's file and available to parents/carers on request.

## APPENDIX 2: FLOW CHART OF RESPONSE



# FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

**Designated Safeguarding Lead (DSL)**  
Thomas Rowell (ext 251)

**CP team**  
Megan Kennedy (DDSL ext 227)  
Charlotte Kirkman (DDSL ext 276)  
Clare Bonham (ext 265)  
Melissa Godfrey (ext 270)  
Sarah Pryor (ext 270)  
Julie Siggers (ext 218)  
Ryan Nicholls (ext 218)  
Lewis Rich (ext 254)  
Loretta Gough (ext 254)  
Paula Waring (ext 250)  
Jenny Swift (ext 375)  
Michaela Crawley (ext 505)

Concern put in writing on CPOMS

Send concerns to The Safeguarding team via CPOMS (on the system)

DSL reviews concern and makes a decision about next steps

Decision made by DSL to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care

MONITOR

DISCUSS

REFER

PSO/Class teacher/ tutor asked to monitor child and feedback to the DSL or member of CP Team within an agreed timescale

MONITOR

Once discussed with parents DSL decides to monitor or refer to social care

REFER

Safeguarding team discusses decision with DSL or senior teacher or the head and agree to refer to social care

RECORD

Member of Safeguarding team updates CPOMS.

### Contact Details

**Social Care / Prevent / Channel Referrals:**  
Call 0300 300 8585  
**Out of hours:**  
0300 300 8123  
**Email:** cs.accessandreferral@centralbedfordshire.gov.uk

*In exceptional circumstances, anyone may report concerns directly to children's social care.*

**NSPCC Whistleblowing Helpline 0800 028 0285**

The local authority Designated Officer number for concerns about adults is:  
**0300 300 4833**  
Contact details:  
**LADO Administrator**  
LADO@centralbedfordshire.gov.uk  
**0300 300 4331/5026**

## APPENDIX 3: USEFUL CONTACTS AND RESOURCES

### Local Authority Designated Officer (schools)

Central Bedfordshire:

0300 300 4833 – [LADO@centralbedfordshire.gov.uk](mailto:LADO@centralbedfordshire.gov.uk)

<http://centralbedfordshire.gov.uk/children/child-protection/report-abuse.aspx>

Bedford Borough:

01234 276 693 – [Lado@bedford.gov.uk](mailto:Lado@bedford.gov.uk)

<https://www.bedford.gov.uk/social-care-and-health/children-and-families/safeguarding-children-partnership/local-authority>

### Local Safeguarding Children Board

Central Bedfordshire: 0300 300 6676 (Email: [cbscb@centralbedfordshire.gov.uk](mailto:cbscb@centralbedfordshire.gov.uk))

Bedford Borough: 01234 276346 (Email: [LSCB@bedford.gov.uk](mailto:LSCB@bedford.gov.uk))

**PAN Bedfordshire** <https://www.safeguardingbedfordshire.org.uk/p/about-us/pan-bedfordshire>

### Access and inclusion

Central Bedfordshire: 0300 300 6291

[https://www.centralbedfordshire.gov.uk/info/4/pupil\\_support/525/elective\\_home\\_education](https://www.centralbedfordshire.gov.uk/info/4/pupil_support/525/elective_home_education)

Intake and Assessment 0300 300 8585; <http://centralbedfordshire.gov.uk/children/child-protection/report-abuse.aspx>

Bedford Borough: 01234 276 829 / 01234 276 809

E-mail: [ist@bedford.gov.uk](mailto:ist@bedford.gov.uk)

[www.bedford.gov.uk](http://www.bedford.gov.uk)

### KEEPING CHILDREN SAFE

[www.ceop.gov.uk](http://www.ceop.gov.uk) [www.kidscape.org.uk](http://www.kidscape.org.uk) [www.childline.org.uk](http://www.childline.org.uk) [www.nspcc.org.uk](http://www.nspcc.org.uk)

<https://saferinternet.org.uk/resource/thinkuknow-advice-from-ceop>

[www.childnet-int.org](http://www.childnet-int.org) [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

County Lines and Criminal Exploitation Toolkit

(<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>)

LGfL Undressed resource

Mental Health and Behaviour in Schools Guidance

Every Mind Matters – materials and lesson plans

Filtering and Monitoring Standards

UK Safer Internet Centre: “appropriate” filtering and monitoring.

<https://www.saferinternet.org.uk/advicecentre/teachers-and-school-staff/appropriate-filtering-and-monitoring>

South West Grid for Learning (swgfl.org.uk) - tool to check whether a school or college’s filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content)

[Cyber Security Standards](#)

[Keeping Children Safe in Out-of-School Settings](#)

[Behaviour in Schools](#) guidance

[School Suspensions and exclusions](#) statutory guidance

**Forced marriage** - The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](#) - GOV.UK (www.gov.uk) - School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

[Forced marriage resource pack](#)

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

[Managing risk of radicalisation in your education setting](#) – DfE guidance

[Working definition of trauma-informed practice - GOV.UK \(www.gov.uk\)](#)

[National Crime Agency - Sextortion How to protect yourself](#)

[UK Safer Internet Centre - Sextortion](#)

[Prevent Duty](#)

[SEND Code of Practice: 0 to 25 years](#)

[DfE Supporting pupils with medical conditions at school](#)

[NSPCC Safeguarding d/Deaf and disabled children and young people](#)

**Children and the court system guides:**

[Young witness booklet for 5 to 11 year olds](#)

[Young witness booklet for 12 to 17 year olds](#)

**Charity dedicated to preventing child abuse:** [Lucy Faithful Foundation](#)

TRAINING OPPORTUNITIES

<https://www.safeguardingbedfordshire.org.uk/p/training/safeguarding-bedfordshire-training>

## APPENDIX 4: KCSIE – WHO NEEDS TO READ WHAT?

Group	Part(s)	Required/Recommended
All Adults (employed, contracted and volunteers)	<b>Part 1</b> – info for all staff <b>Part 4</b> – allegations <b>Part 5</b> -child-on-child sexual violence & sexual harassment <b>Annex B</b> – further info (risks)	Required Required Required  <b>Recommended</b>
Governors and Trustees	All parts	Required
Executives (including Principals/SLT/Managers)	All parts	Required
DSL/DDSLs (including safeguarding team)	All parts	Required
HR colleagues	<b>Parts 1, 3 &amp; 4</b> (including <b>Part 5</b> as a staff member) <b>Annex E</b>	Required  Required
Front office or receptionist colleagues	<b>Annex E</b> (including <b>Parts 1, 4 &amp; 5</b> as a staff member)	<b>Recommended</b>
IT colleagues	<b>Part 2</b>	<b>Recommended</b>

- BEST Central Team will assign the **required** Parts stated above in September each year via SmartLog or Governor Hub as applicable dependent on group/role
- Settings are responsible for ensuring that new starters during the course of the year are assigned the appropriate **required** Parts
- Settings are responsible for ensuring that all staff are assigned the **recommended** Parts as deemed appropriate by the Principal or Nursery Manager.



## APPENDIX 5: UPDATES TO BEST SAFEGUARDING POLICY TEMPLATE

### SEPTEMBER 2024

Page in BEST policy	Section in BEST policy	Change
Cover page	Titles	Addition of space for Director of SEND & Safeguarding
Throughout	-	Local Governing Body changed to Local Committee of the Board and LGB changed to LCB
Throughout	-	Variations of title for DSL changed to consistently read Designated Safeguarding Lead
Throughout	-	KSCIE references updated to reflect update
Throughout	-	Variations of policy title changed to 'safeguarding policy'
Throughout	-	References to CBC LSCB adjusted to PAN Bedfordshire LSCB as appropriate (to account for additional schools joining BEST)
Throughout	-	Central Beds references changed to Local Authority (to account for additional schools joining BEST)
Throughout	-	Head Teacher references changed to Principal
Throughout	-	Bic100 references changed to standard referral (to account for additional schools joining BEST)
5	Introduction & Legal Scope	Date references updated and guidance added
5	Introduction & Legal Scope	Definition of safeguarding and promoting the welfare of children added
7	Introduction & Legal Scope	Under 'each academy/nursery will ensure that' <ul style="list-style-type: none"> <li>- Bullet point 1, addition of 'and has a suitable job description'</li> <li>- Bullet point 9, removal of 'on an annual basis' for production of report</li> <li>- Bullet point 12, sentence adjusted for clarity</li> </ul>
9	Safer Recruitment – Contractors	Addition of 'when the academy/nursery is in session' for supervision of contractors.
10	Individuals who have lived or worked outside the UK	Under 'Governance', addition of word 'team' for clarity
10	Safe Practice	Bullet point 5, sentence adjusted to account for all protected characteristics
12	Academy/Nursery Training and Staff Induction	<ul style="list-style-type: none"> <li>• 'Must' added to first sentence</li> <li>• Policy titles and references updated within bullet points</li> </ul>
12	Support, Advice and Guidance for Staff	<ul style="list-style-type: none"> <li>• Second para, governor title corrected</li> <li>• Space provided to insert Children's Services Hub number</li> </ul>
13	Information Sharing and Confidentiality	Top bullet points added in line with KCSIE
14	Information Sharing and Confidentiality	Policy titles updated in bullet points (policy to be read in conjunction with this policy)

15	Pupil Information	Penultimate bullet point changed from 'life threatening medical conditions' to 'medical conditions'
16	The Trust	<ul style="list-style-type: none"> <li>• Sentence starters adjusted for ease of readability</li> <li>• Bullet point 6, 'or deputy' and 'and should always be available during academy/nursery hours' added</li> <li>• Bullet point 7, removed 'including early years practitioners within settings on the academy/nursery site'</li> </ul>
16	Local Committee of the Board	<ul style="list-style-type: none"> <li>• Sentence starters adjusted for ease of readability</li> <li>• Bullet point 11, addition of reference to BEST recommended templates</li> <li>• Bullet point 12, removal of 'annually' and addition of 'and reports to the LCB at every meeting'</li> <li>• Bullet point 13, removal of reference to trustees</li> <li>• Bullet point 19, removal of final sentence</li> </ul>
18	Principal/Manager	<ul style="list-style-type: none"> <li>• Sentence starters adjusted for ease of readability</li> <li>• Addition of final bullet point</li> </ul>
18	Designated Senior Person	<ul style="list-style-type: none"> <li>• Added cross reference to Annex C of KSCIE</li> <li>• Bullet point 5, bullet point updated in line with KSCIE</li> </ul>
19	Member of SLT with Responsibility for Strategic Development of IT	<ul style="list-style-type: none"> <li>• Sentence starters adjusted for ease of readability</li> </ul>
19	ICT Network Mangers	<ul style="list-style-type: none"> <li>• Sentence starters adjusted for ease of readability</li> <li>• Bullet point 6, addition of 'during school hours'</li> <li>• Bullet point 7, removal of final sentence</li> </ul>
20	Pupils (to an age appropriate level)	<ul style="list-style-type: none"> <li>• Sentence starters adjusted for ease of readability</li> </ul>
20	What Staff Need to Know	<ul style="list-style-type: none"> <li>• Policy titles updated in bullet points</li> <li>• Second para wording updated to refer to Appendix C of this policy</li> </ul>
21	Relationships and Sex Education	<ul style="list-style-type: none"> <li>• Wording adjusted from 'zero tolerance' to 'are not tolerated'</li> <li>• Bullet point 6, reference added to 'sextortion'</li> <li>• Links added to list of resources</li> </ul>
23	Section C – Identifying children and young people who may be suffering significant harm	<ul style="list-style-type: none"> <li>• Section relating to Assess, Plan, Do and Review four part cycle removed</li> </ul>
23	Definitions	<ul style="list-style-type: none"> <li>• 'Child' – his/her changed to their</li> </ul>
23	Indicators of Abuse & Neglect	<ul style="list-style-type: none"> <li>• First para added in line with KCSIE</li> <li>• First line of second para removed – duplication</li> <li>• Definition of abuse – addition of 'see, hear or experience' – domestic abuse</li> </ul>
26	Children Absent from Education	<ul style="list-style-type: none"> <li>• Final sentence of second paragraph changed to reflect new KCSIE wording (unexplainable and/or persistent absences from education)</li> </ul>
36	Sexual Harassment	<ul style="list-style-type: none"> <li>• Reference added to AI generated images and videos</li> </ul>

		<ul style="list-style-type: none"> <li>Reference added to sextortion (bullet point 7)</li> </ul>
40	<p><b>Sections:</b></p> <p>Children Looked After and Previously Children Looked After</p> <p><b>through to</b></p> <p>Vulnerable Adults</p>	<ul style="list-style-type: none"> <li>Sections moved up from later in the policy to pages 40-42 for clarity of reading</li> </ul>
41	Children Potentially at Greater Risk of Harm	<ul style="list-style-type: none"> <li>Final three paras (and bullet points) added in line with KSCIE – Early Help</li> <li>Bullet point added re considering multiple suspensions, exclusions and in AP – child in need of Early Help</li> </ul>
47	Allegations – Governors	<ul style="list-style-type: none"> <li>Final two paras added for clarity of process if an allegation is made against a governor or trustee</li> </ul>
50	Alternative Provision	<ul style="list-style-type: none"> <li>First sentence removed – duplication</li> <li>First two paras added – in line with KSCIE</li> </ul>
50	Section E – Safeguarding During Government Mandated Periods of School/Nursery Closure	<ul style="list-style-type: none"> <li>‘Government Mandated’ added to title for clarity</li> </ul>
51	Safer Recruitment/Volunteers and Movement of Staff	<ul style="list-style-type: none"> <li>Volunteer subsection removed as duplicates para above</li> </ul>
53	Monitoring & Evaluation	<ul style="list-style-type: none"> <li>Fifth para – updated to reflect regular blind checks of sample of staff by external SI partners and auditor</li> <li>Para removed re residential trip briefing on CP procedure</li> </ul>
54	Appendix 1 – Intimate Care Guidelines	<ul style="list-style-type: none"> <li>‘Nurseries to adapt section as appropriate’ added</li> <li>Eight para, ‘gender’ changed to ‘sex’ and reference added to developmental age and stage needing to be considered</li> </ul>
56	Useful Contacts & Resources	<ul style="list-style-type: none"> <li>Title updated to include ‘and Resources’</li> <li>CBC and BBC phone numbers and links added</li> <li>Links added to sextortion resources and Prevent Duty</li> <li>Added links to SEND Code of Practice, Supporting Pupils at School with Medical Conditions, Safeguarding child protection/deaf and disabled children and young people (NSPCC) and Children in Court System documents</li> <li>Added link to Lucy Faithful Foundation (sexual abuse)</li> <li>Training opportunities link updated</li> </ul>