



Safeguarding and Child Protection Policy

(incl. guidance for Volunteers and DBS policy)

Version	Name	Date
Review v3.3	Mrs C Sheehan, CFO	Apr 2022
Review v3.4	John Cliff, Chair of Trustees	July 2022
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Review v3.8	Gulcin Sesli, Co CEO	Sept 2026

KEY EXTERNAL SAFEGUARDING CONTACT DETAILS

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Bromley Help, Support & Safeguarding Hub for Children and Families	Tel: 0208 461 7309/7373/7379/7026 Email: mash@bromley.gov.uk
Support and Advice about Extremism	Police Bromley Youth Police Tel: 0208 284 8847/55/56 Emergency: 999 Non-Emergency: 101 Local Authority Channel/MASH contact - Peter Sibley Tel: 0208 313 4638 Email: peter.sibley@bromley.gov.uk Prevent Lead: Channel/MASH contact - Peter Sibley Department for Education Non-Emergency Tel: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk
NSPCC 'what you can do to report abuse' - dedicated helpline	Address: Weston House, 42 Curtain Road London EC2A 3NH Tel: 0800 028 0285 Email: help@nspcc.org.uk
Disclosure and Barring Service	Address: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF Tel: 03000 200 190 Email: customerservices@dbb.gov.uk
Teaching Regulation Agency	Tel: 0207 593 5393 Email: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	Tel: 0300 12344155 Email: whistleblowing@ofsted.gov.uk
Virtual School Heads (VSH)	Website contact form: www.gov.uk/contact-dfe Tel: 0370 0002288

KEY TRUST AND SCHOOL SAFEGUARDING CONTACT DETAILS

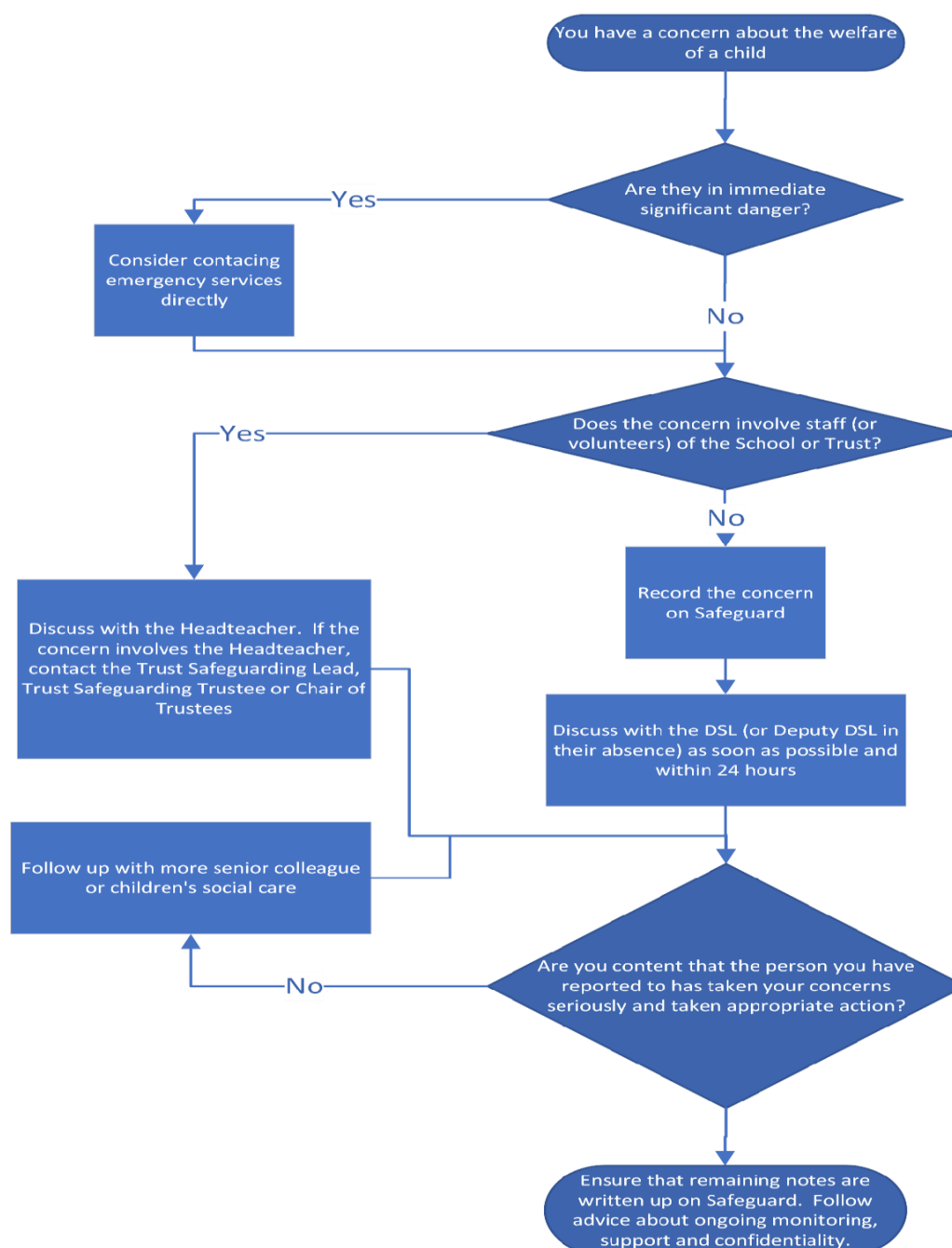
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Summary Flowchart for anyone who has concerns about a child

This flowchart must be used together with the much fuller detail included in the following policy.



1. Introduction

Spring Trust Board of Trustees have agreed this Policy and as such, it applies to all schools within the Trust. All policies, procedures, practices and systems are regularly reviewed to reflect the Trust's anti-racist stance and commitment to equality. The Trust is committed to anti-racist and anti-discriminatory safeguarding practice. Staff will consider how racism, discrimination, prejudice and previous experiences of discrimination may affect a child's experiences, relationships with professionals and ability to seek help. Concerns will be considered without assumptions or stereotypes.

This policy applies to all nursery settings and schools in Spring Trust (ST), including the Tree House Alternative Provision based at Midfield Primary School. At Spring Trust, we are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment. Adults in our Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

The Trust reviews and updates policies, procedures and practices regularly to reflect the Trust's anti-racist stance and commitment to equality. This policy is available on all ST schools' websites. It is ratified by the Spring Trust Board of Trustees.

We welcome our duties under the Equality Act 2010 and aim to promote a positive and welcoming culture where all forms of discrimination are actively challenged and a systemic approach to eradicating discrimination is seated at the heart of our organisation. ST policies reflect our commitment to ensuring unbiased treatment that pupils, parents, carers, employees and prospective employees are entitled to expect. We believe that every individual has the right to be valued, respected and offered equal opportunities, access and treatment. We are committed to providing an inclusive and diverse culture and to eradicating discrimination and stereotyping to make our schools truly inclusive and promote high achievement for all.

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education and Working Together to Safeguard Children Keeping Children Safe in Education 2026 (Statutory Guidance for Schools and Colleges, effective September 2026). (20265).

and Working Together to Safeguard Children (2026). This policy reflects the additional safeguarding expectations contained within Keeping Children Safe in Education 2026, including strengthened expectations regarding attendance as a safeguarding issue, emerging technology risks (including generative AI), online safety and filtering and monitoring.

This policy is also based on the following legislation:

- 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
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Head Teacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

This policy also complies with our funding agreement and articles of association.

This Child Protection and Safeguarding Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our schools. It should be read in conjunction with the Recruitment Policy, Staff Code of Conduct Policy, Anti Bullying Policy, Behaviour Policy, Health and Safety Policy, Off-Site Policy, E-safety Policy, Social Media Policy and GDPR Policy.

2. Statutory Framework

Section 175 of the Education Act 2002 (Section 157 for Independent schools) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in each school are the responsibilities of the Trust. Our schools work in accordance with the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (2026)
- Counter-Terrorism and Security Act (HMG, 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- PREVENT Duty Guidance (2024)
- Education Act 2002
- Statutory guidance relating to female genital mutilation and forced marriage.
- Children Missing in Education (2016)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2018)
- Data Protection Act 2018
- Data (Use and Access) Act 2025
- UK General Data Protection Regulation (UK GDPR)

Working Together to Safeguard Children (2026)

Information sharing: advice for practitioners providing safeguarding services

Revised Prevent Duty Guidance for England and Wales (2024)

Protecting children from radicalisation: the prevent duty - Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Relationships, Sex, and Health Education (RSHE)

Revised guidance is due in September and the curriculum is preparing to be reviewed accordingly.

Statutory Framework for the Early Years Foundation Stage (DfE, 2024)

This policy also takes into account the procedures and practice of Bromley Local Authority and the published safeguarding arrangements set out by the [Bromley Safeguarding Children Board](#);

Spring Trust and their senior leadership teams, especially their designated safeguarding leads, will:

- Make themselves aware of and follow their local arrangements (including the local criteria for action and the local protocol for assessment)
- Ensure this is reflected in their own policies and procedures
- Supply information as requested by the three safeguarding partners
- Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Trust will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Staff working with children should have an attitude of '**it could happen here**' and no reports in their school does not mean it is not happening. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, the Trust will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

Concerns about a child

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The Trust has arrangements for listening to children and providing early help/family help and processes for children to raise concerns about themselves or their peers. Details of these arrangements are published on each of the schools' website.

Staff should expect to support social workers and other agencies following any referral.

3. Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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.

Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards for an area within the LA

- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers Are at risk due to either their own or a family member's mental health needs Are looked after or previously looked after
- Are missing from education
- Whose parent/carers has expressed an intention to remove them from school to be home educated

5. Roles and Responsibilities

Safeguarding and Child Protection is everyone's responsibility

This policy applies to all staff, volunteers and those involved with governance and is consistent with the procedures of the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group). Our policy and procedures also apply to extended school and off-site activities.

Each school plays a crucial role in preventative education. This is in the context of a whole - school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

All Staff

All staff will:

- Read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns
- All staff will be aware of:
- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputy safeguarding lead (DDSL), the behaviour policy, online safety policy and the safeguarding response to children who go missing from education
- The early help/family help assessment process (sometimes known as the team around the child/family (TAC/TAF) framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children What to look for to identify children who need help or protection

The Board of Trustees

The Board of Trustees ensure that the policies, procedures and training in our schools are effective and comply with the law at all times. They ensure that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually. They will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head Teacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level trustee to monitor the effectiveness of this policy. The named safeguarding Trustee for 2025 - 2026 is Emily Gyimah
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness by self assessing using the DfE's Plan Technology for Your School Service. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards. The Board will receive regular assurance that filtering and monitoring systems remain effective, proportionate and responsive to emerging technologies and safeguarding risks. This includes oversight of the effectiveness of arrangements rather than reliance solely on technical solutions.

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- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - Each school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - That this policy reflects children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
 - Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The Designated Safeguarding Lead (DSL) and Deputy (DDSL)

The DSL in the school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in the school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to the Local Authority Children's Social Care are made in accordance with current procedures. They work with the Local Authority and other agencies as required. The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:

- Keep the Head Teacher informed of any issues Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Keep up to date with emerging safeguarding risks associated with technology, including generative artificial intelligence (AI), manipulated or synthetic media and evolving online harms, ensuring these are reflected within staff training and safeguarding procedures.

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

The Headteacher

The Head Teacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the board are followed by all staff. The Head Teachers are responsible for the implementation of this policy, including: Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

6. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is held and treated confidentially.

You should note that:

- Timely information sharing is essential to effective safeguarding. The school will share safeguarding information lawfully, proportionately and without unnecessary delay where this is necessary to safeguard a child. Data protection legislation does not prevent the sharing of information for safeguarding purposes where there is a lawful basis to do so.
- The Data Protection Act 2018, UK GDPR, Data (Use and Access) Act 2025 do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: 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
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk). The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The government's [Information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

7. Procedures for dealing with concerns about a child

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- Listen carefully.
- Avoid asking leading questions.
- Reassure the individual that the allegation/complaint will be taken seriously.
- Not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to.
- A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing using the software called 'SAFEGUARD'. Information should be kept confidential and stored securely.

Records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.
- The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence. Where a report includes online

elements or the sharing of images, staff are **reminded not to view or forward any illegal images** of a child but note what has been reported.

Where there is a safeguarding concern, staff will ensure the pupil's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The Trust manages this by ensuring the pupil has a voice and is able to give feedback and express their views to the DSL or one of the DDSLs.

Information sharing: Safeguarding information will often be special category personal data and the Trust will comply with data protection law and have due regard to the Department for Education's guidance 'Information sharing advice for safeguarding practitioners' (2018), and the relevant provisions of KCSIE when sharing such data. Personal information may be shared by the Trust with a third party (such as the police or local authority) without consent if there is a lawful basis to do so such as when doing so is in order to promote a child's welfare or where their safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent in certain circumstances. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The Trust operates its processes with the best interests of the pupil in mind.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes. The Trust will ensure relevant staff comply with the relevant data protection principles when processing and sharing personal information, as provided for in the Data Protection Act 2018, UK GDPR and Data (Use and Access) 2025. As part of this, the Trust will ensure that members of staff:

- Are confident of the processing conditions which allow them to process and share information for safeguarding purposes, including information which is 'special category personal data'.
- Understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data without consent in certain circumstances.
- Do not provide pupils' personal data where the sharing does not comply with data protection law.

When sharing information staff will ensure they comply with group data protection policies and keep records of disclosures as required by these policies. For further information about how the Trust processes pupil personal data, please see the privacy notice on the Trust's website.

What staff should do if they have concerns about a child

If staff (including Trustees, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the DSL or DDSLs based at their setting or the Trust safeguarding lead. If, in exceptional circumstances, the DSL or DDSLs are not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's

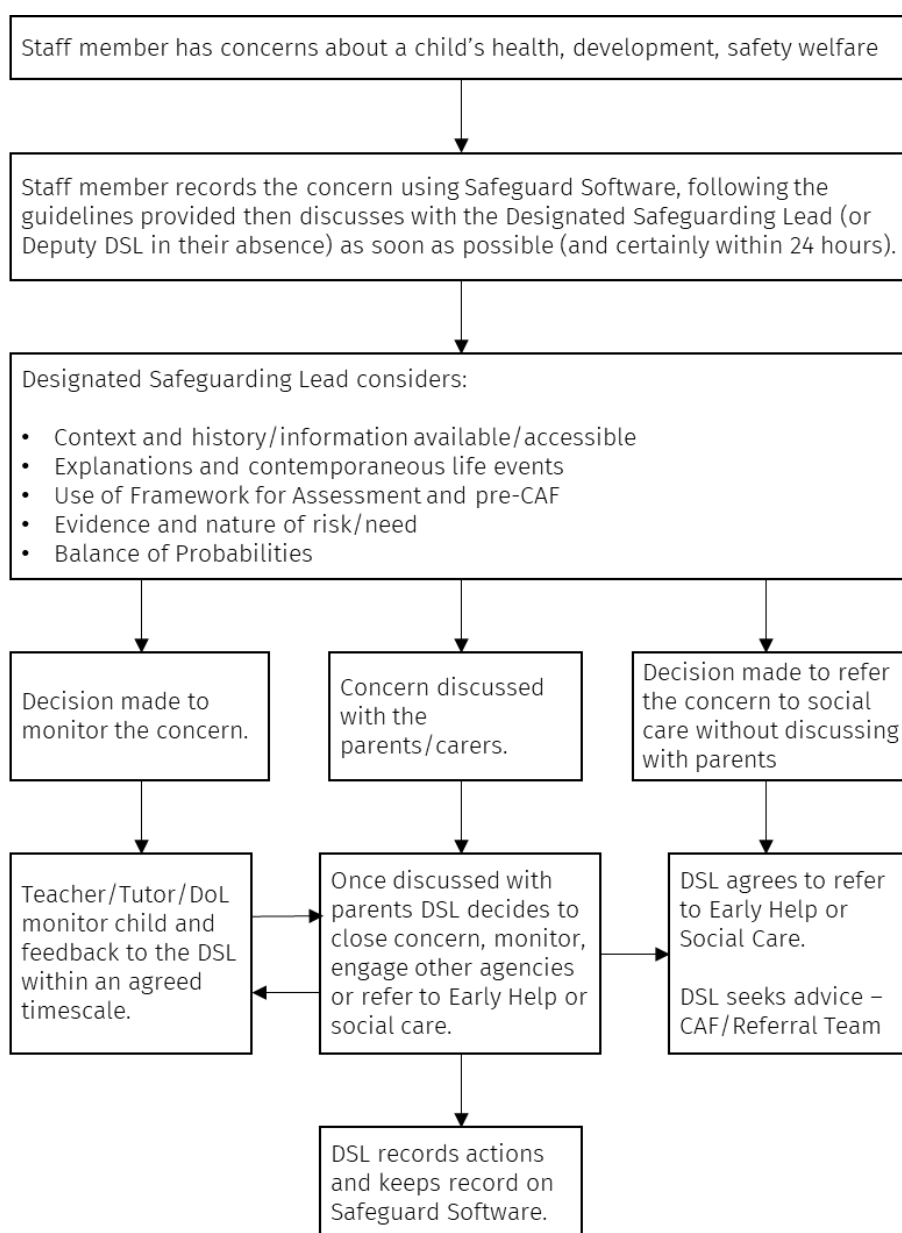
social care. In these circumstances, any action taken should be shared with the DSL or DDSLs as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by the Trust's local safeguarding partners. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes;
- Making an early help/family help assessment; or
- Making a referral for statutory services and / or
- Making a referral to the police.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan). Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing (in line with this policy).



If the child is at risk of harm contact the DSL immediately and in exceptional circumstances, a member of staff may make a referral straight to Social Care.

How all pupils are supported through a culture of safeguarding

All pupils are supported through staff:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within all schools.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.

- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves one of the member schools, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure all children know there is an adult in all member schools whom they can approach if they are worried or in difficulty.
- All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.
- The board will make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role. The board will also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- **Children and young people with special educational needs and disabilities** can face additional safeguarding challenges because there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers. For more information, see *"Safeguarding disabled children 2009"*
- **All staff are aware that mental health problems** can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice

behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy via Safeguard Software.

- **At Spring Trust, we recognise that when a child has a social worker**, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Early Help/Family Help

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

- Has a disability 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member (carer/guardian) in prison, 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 or domestic abuse;
- 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, severely absent or missing from education, including persistent absences for part of the day.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, deliberately missing education, persistent or severe absence and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Early help/family help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to secondary transition. The school will work with children, families and relevant agencies to identify and respond to emerging needs at the earliest opportunity. Where appropriate, the school will support families to access Family Help and will contribute to assessments and plans led by children's social care or other relevant agencies.

In the first instance, staff who consider that a pupil may benefit from early help/family help should discuss this with the school's DSL or DDSLs. If early help/family help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help/family help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help/family help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving or is getting worse.

What staff should do if a child is suffering, or is likely to suffer from harm

If staff (including Trustees, supply staff and volunteers) believe that a child is suffering or is likely to suffer from harm, or is in immediate danger, it is important that an IMMEDIATE referral to children's social care (and/or the police if appropriate) is made in accordance with the Safeguarding Children Board referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. A full copy of their local procedures can be found at <http://www.bromleysafeguarding.org>

What staff should do if a child has been physically harmed

Checklist for Recording

When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:

- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators, eg size of 1 pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

Note: Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury.

Only record visible injuries; do not strip children or take photographs. Do not record details on a personal mobile phone or any other kind of personal device. On the SAFEGUARD system or a concerns form (Appendix 2) record:

- An explanation for the injury preferably in the child's own words
- The general appearance of the child such as the state of their clothing and hygiene
- The child's attitude/demeanour
- Parent/carer's attitude
- Action taken/proposed
- In your view, does the child need treatment?
- Your name, designation, agency, telephone number

-
- Date and time of your observation and the date and time when you recorded your observations. Sign at the foot of each page and at the conclusion of the observations.

If the child is injured Children's Social Care will arrange for a Child Protection Medical.

8. What staff should do if a child is seen as at risk of radicalisation

Staff should follow the Trust's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit a referral form to MASH. Advice and support can also be sought from children's social care.

The Trust, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Headteacher, DSL or DDSLs to ensure the Trust's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

See further below for more information on radicalisation. Further guidance can be found in the Revised Prevent duty guidance: for England and Wales April 2021.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

All staff should speak to the DSL or DDSLs about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a pupil may be at risk of FGM.

9. What staff should do if a child goes missing from education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. Further detail can also be found at Appendix 1 of this policy. The definition of children missing in education has been clarified in KCSIE.

“Children missing education (CME) is defined as those who are of a compulsory school age, but are either not registered at a school or else not receiving suitable education in place of a school setting. CME may be at a significant risk of: not meeting their academic potential and underachieving” Schools recognise that persistent absence and severe absence can be important indicators of abuse, neglect, exploitation, mental health concerns or other safeguarding risks and will consider safeguarding responses alongside attendance interventions

The Trust will report to Bromley Local Authority a pupil who fails to attend school regularly or has been absent from school without the school’s permission for a continuous period of 10 school days or more.

Elective Home Education

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, the Trust will try to work together with the local authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. The Trust will inform the local authority of all deletions from the admissions register when a child is taken off roll.

10. What staff should do if they have concerns about another staff member (including Trustees, Parent Council members, supply staff, volunteers and contractors)

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Headteacher. Where there are concerns/allegations about the Headteacher, should go to the line manager (Co-CEO Gulcin Sesli) who can be contacted on 0203 837 8637. Concerns about the CEO should go to the Chair of Trustees, John Cliff, who can be contacted on 0203 837 8639.

The Trust has clear processes for 'low level' concerns and this should be adhered to.

Allegations of abuse against staff or volunteers will be dealt with according to the Trust's Statement of Procedures for Dealing with Allegations of Abuse against Staff/Volunteers.

What staff should do if they have concerns about safeguarding practices in the Trust

Where staff have concerns about poor or unsafe practices and potential failures in the Trust's safeguarding regimes, these should be raised in accordance with the Trust's whistleblowing procedures which can be found on the Trust website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the Trust, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

11. Arrangements for dealing with child-on-child allegations

Safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

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);
- 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, jokes and online sexual harassment, or misogynistic messages which may be stand alone or part of a broader pattern of abuse;
- The non-consensual sharing of indecent images*, especially around chat groups, and the sharing of abusive images, nudes, videos and pornography to those who do not want to receive it (see further below);
- 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;
- 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); and

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Abuse facilitated through artificial intelligence (AI), including the creation, sharing or possession of manipulated or synthetic sexual images (deepfakes) and other technology-enabled abuse.

The Trust recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be “victims” and boys “perpetrators”). Even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such, if staff have **any** concerns regarding child-on-child abuse, they should speak to their DSL or DDSL.

Child-on-child abuse can be associated with factors outside of school and can occur online and offline and between children of any age or gender. The Trust therefore takes a contextual safeguarding approach to managing child-on-child abuse.

Child-on-child abuse is abuse and is never acceptable. The Trust takes a zero-tolerance approach. It should never be passed off or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

The Trust takes the following steps to minimise the risk of child-on-child abuse; through assemblies that explain inappropriate behaviour and how to report it, through PSHE and specifically RSE lessons.

Consensual image sharing, especially between older children of the same age, may require a different response. Whilst not abusive, children still need to know it is illegal, whilst non-consensual sharing is illegal and abusive.

The Trust's approach to pupil's sharing nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) is to follow the UKCIS Sharing nudes and semi-nudes: advice for education settings guidance.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the Trust's Anti-Bullying and Behaviour policies:

What to do if staff suspect that a child may be at risk or hears a report of child-on-child abuse

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see departmental

advice: *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges and Part 5 KCSIE*.

The procedures set out below have been developed following consultation with pupils, staff and parents and will be reviewed, at least annually, in light of an assessment of the impact and effectiveness of the policy.

The school's initial response to a report from a child is important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Where the report includes an online element, staff should be aware that content may include AI-generated or manipulated material. Staff must not forward or store illegal images and should follow UKCIS guidance together with local safeguarding procedures.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online should not be downplayed and should be treated seriously. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told.

All staff are trained to manage a report. Effective safeguarding practice includes:

- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- Recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the Trust's staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can memory and so children may not be able to recall all details or timeline of abuse;

- Keeping in mind that certain children may face additional barriers to telling someone because of their disability, sex, ethnicity and/or sexual orientation;
- Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

If a staff member has a concern that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL or DDSs without delay so that a course of action can be agreed.

The Trust recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The Trust treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The Trust will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. The school should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by child-on-child abuse will be supported by the school's Pupil Support Lead and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The Trust recognises that children with special educational needs and disabilities or certain health conditions can be more prone to child on child group isolation than other children and will consider extra pastoral support for those children from the SENCo and Pupil Support Lead.

A pupil against whom an allegation of abuse has been made may be suspended from the Trust during the investigation. The Trust will take advice from relevant local safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged "victim" and "perpetrator". If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the Trust will ensure that, subject to the advice of the relevant local safeguarding partners, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the Trust and advice will be sought as necessary from the relevant local safeguarding partners, such as children's social care and/ or the Police as appropriate.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described below) Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

- Educate pupils about emerging online risks through the Trust's online safety curriculum.

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.
- Emerging technologies and online safeguarding risks, as covered in the Trust's safeguarding and online safety training.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

12. Reports concerning harmful sexual behaviour

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

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- The wishes of the victim;
 - The nature of the alleged incident;
 - The ages of the children involved;
 - The developmental stages of the children involved;
 - Any power imbalance between the children;
 - If the alleged incident is a one-off or sustained pattern;
 - Any ongoing risks;
 - Other related issues and context.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The “victim”;
- The alleged “perpetrator”; and
- The other children (and, if appropriate, staff) at the Trust.
- Any continuing online risks, including the existence of manipulated digital images, AI-generated content or ongoing technology-facilitated abuse.

The DSL will consider as part of the school’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the Trust’s approach.

The police will be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL or DDSLs will also work closely with children’s social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged “perpetrator”, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children’s social care to ensure the welfare and safety of all children and update the risk assessments and ensure relevant protections and measures are in place for all children.

The Trust will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the Trust will always consider its duty to safeguard all children from harm; the underlying reasons for a child’s behaviour; any unmet

needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The DSL will ensure that where children move to another educational institution following an incident of child-on-child abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The Trust recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the Trust in meeting its Public Sector Equality Duty.

13. Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Trust and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEADTEACHER, TRUSTEES, PARENT COUNCIL MEMBERS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)

The Trust's procedures for managing concerns/ allegations against staff who are currently working in the Trust follows Department for Education statutory guidance and local safeguarding partners' arrangements and applies when staff (including supply staff, volunteers and contractors) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil; and/or
- Possibly committed a criminal offence against or related to a pupil; and/or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to 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 (including behaviour that may have happened outside school, that might make them unsuitable to work with children "transferable risk". Advice can be sought from the LADO in assessing transferable risk)

If any school receives an allegation relating to an incident where an individual or organisation was using their school premises for running an activity for children, they should follow the Trust safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation.

Non-recent allegations

Allegations against an adult that is no longer working/volunteering with children should be referred to the Police. Where it is known that the adult is still working/volunteering with children, all allegations (including historical/non-recent allegations of abuse) should be referred to the Police and the LADO in the local authority that the adult is working/volunteering.

Where an adult makes an allegation to a school that they were abused as a child, they should be advised to report the allegation to the police. Non-recent allegations made by a child should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. Abuse can be reported no matter how long ago it happened.

If an allegation is made against anyone working with children in the Trust, the Trust should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the Trust may discuss informally with the Local Authority 'designated officer' (LADO) on a no-names basis (if local safeguarding procedures allow).

All allegations should be investigated as a priority to avoid any delay.

Allegations that may meet the harms threshold

1. All allegations which appear to meet the above reporting criteria are to be **reported straight away to the 'case manager'** who is the Headteacher. Where the Headteacher is absent or is the subject of the allegation or concern, reports should be made to the Trust Safeguarding Lead. Where the Headteacher is the subject of the allegation or concern, the Headteacher must not be informed of the allegation prior to contact with the Trust Safeguarding Lead and LADO, and if appropriate, children's social care and the police.
2. **Welfare of the child:** Where the case manager deems that a child has been harmed, or there to be an immediate risk of harm to a child, or if the situation is an emergency, the DSL (or DDSL) should contact Children's Social Care and, as appropriate (e.g. if there is evidence of a possible criminal offence), the Police immediately.
3. **Investigating and supporting the person subject to the allegation:** Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts and help determine if there is any foundation to the allegation, being careful not to jeopardise any future police investigation, such as:
 - Was the individual in the Trust at the time of the allegation?
 - Could they have come into contact with the child?

Schools should establish what initial information the LADO will require, and if in doubt check with the LADO before undertaking any initial enquiries, to ensure not to prejudice the position.

4. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. The designated officer should be informed within one working day of all allegations that come to the Trust's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
5. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed with the Police/LADO. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
6. **Suspension:** The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, their HR adviser, *KCSIE*, as well as the police and children's social care if relevant when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the Trust and shall provide them with their contact details.
7. **Support for the member of staff:** whilst the welfare of the child is paramount, appropriate welfare support should also be made for the member of staff. Information is confidential, and should not ordinarily be shared with other staff, children or parents not directly involved. See further guidance in *KCSIE*.
8. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
9. **Further investigation:** where further investigation is required, the LADO and case manager will agree how and by whom the further investigation will be undertaken. (See *KCSIE*).
10. The case manager will discuss with the designated officer whether a referral to the **Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA)** should be made, noting the requirements of *KCSIE*. For instance:
 - a. If: 1) the allegation is substantiated; and 2) the person is dismissed (including by an agency) or the Trust (or agency) ceases to use their services, or the person resigns or otherwise ceases to provide their services, then the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.
 - b. The employer has a legal requirement to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

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- i. engaged in relevant conduct in relation to children and/or adults,
 - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
 - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- c. In a case involving serious professional misconduct by a teacher, the case manager must consider whether to make a referral to the TRA. In certain cases, the TRA will consider whether to prohibit the individual from teaching.
11. Where the initial discussion leads to no further action, the case manager and the LADO should record the decision and justification for it; and agree on what information should be put in writing to the individual concerned and by whom.
12. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the Trust's safeguarding procedures or practices to help prevent similar events in the future.
13. **Settlement:** Compromise or settlement agreements **should not** be used where there are allegations which indicate the person poses a risk of harm or may not be suitable to work with children and will not prevent police and/or school investigation, or referral to the DBS or TRA where the criteria are met. Failure to do so is a criminal offence. The Trust will continue its investigation if the person leaves, resigns or ceases to provide their services.

Schools should check the relevant provisions of KCSIE.

14. Information sharing

Staff should be mindful of the guidance set out in KCSIE in relation to sharing information between safeguarding partners during the course of the process of managing allegations against staff.

The Trust will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Where a child transfers to another school, the child protection file will be transferred separately from the main pupil file and securely. The receiving school will be informed that a child protection file is being transferred. The transfer will take place as soon as possible and, for an in-year transfer, within five days. For transfers at the start of a new term, the transfer will take place within the first five days of the new term.

The school will retain appropriate evidence that the file has been transferred and received. Where appropriate, a clear summary of current safeguarding concerns, significant history, ongoing support and actions will be provided to assist the receiving school in understanding the child's safeguarding needs.

Allegation outcomes

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions (*KCSIE*). Low level concerns (see below) should not be included in references unless they relate to issues which would normally be included in a reference such as misconduct or poor performance (*KCSIE*).

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager should consider whether the child and/or person who made the

allegation is in need of help or may have been abused by someone else, in which case a referral to children's social care may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the Trust's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

15. Supply teachers and all contracted staff

Where the Trust has to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the local authority designated officer (LADO) to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part.

Agencies should be fully involved and cooperate with any enquiries from the LADO, police and/or children's social care. The Trust will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, the Trust will inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Members of Trust Board and Parent Councils

If an allegation is made against a Trustee or a Parent Council member, this should be notified to the Trust Safeguarding Lead. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

Concerns that do not meet the harm threshold/low-level concerns policy

As part of their whole school approach to safeguarding, the Trust will ensure that they promote an open and transparent culture in which **all** concerns about all adults working in or on behalf of the Trust (including Trustees, Parent Council members, supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the Trust may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. All low-level concerns should be recorded. See Appendix 4.

16. Sharing/reporting a concern

Low-level concerns about a member of staff should be reported to the DSL. Where a low-level concern is raised about the Headteacher, it should be shared with the CEO. If someone is unclear who they should share their concern with, they should share it with the Trust Safeguarding Lead. Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination should be made by the Headteacher. All staff should be clear on what appropriate behaviour is, what a low level concern is and share it. The

Headteacher should always be kept informed. These low level concerns must be followed up. Heads and DSLs should review low level logs regularly and look for patterns and identify training needs.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school, that concern should be shared with the Headteacher, and recorded and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the staff member sharing the concern does not wish to be named the Trust will respect this person's wishes as far as possible. However, there may be circumstances where the staff member will need to be named (for example where it is necessary in order to carry out a fair disciplinary investigation) and, for this reason, anonymity can never be promised to members of staff who share low-level concerns.

Self-Reporting

Occasionally an adult may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an adult may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances can be positive for a number of reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

How should a low-level concern be responded to

The Headteacher should:

- Speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided.
- Review the information and determine whether the behaviour (i) is entirely consistent with the Trust's Code of Conduct and the law, (ii) constitutes a low-level concern, (iii) is serious enough to consider a referral to the LADO, or (iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO/other relevant external agencies;
- Where the Headteacher is in any doubt whatsoever, they should seek advice from the LADO.
- Speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).

Any investigation of low-level concerns should be done discreetly and on a need-to-know basis.

Advice should be sought from Human Resources and legal services (where necessary) about next steps.

There are a number of potential outcomes e.g.

- If it is decided that the low-level concern in fact amounts to behaviour which is entirely consistent with the organisation's Code of Conduct and the law it will still be important for the Headteacher to inform the individual in question what was shared about their behaviour, and to give them an opportunity to respond to it; In addition, the Headteacher should speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the organisation's Code of Conduct and the law.
- Some will not give rise to any ongoing concern and, accordingly, will not require any further action;
- Others may be most appropriately dealt with by means of management guidance and/or training;
- A low-level concern may require a conversation with the individual about whom the concern has been raised. This should include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate;
- Some low-level concerns may also raise issues of misconduct or poor performance;
- Some concerns may trigger the organisation's disciplinary, grievance or whistleblowing procedures, which should be followed where appropriate;
- A referral to the LADO as the Trust believes the threshold has been met.
- The Trust should exercise their professional judgement and, if in any doubt, they should seek advice from other external agencies including the LADO.

The Headteacher should review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews should be made.

17. Recording concerns

All procedures for recording and storing of records should comply with Trust's Data Protection Policies.

All low-level concerns should be recorded in writing by the Headteacher. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The name of the individual sharing the low-level concern, and their role, should be stated, as should the name of the individual about whom the concern is being raised, and their role within the organisation at the time the concern is raised. If the latter individual has an opposing factual view of the incident, this should be fairly recorded alongside the concern. The record should include brief context in which the low-level concern arose, and concise details (which are chronological and as precise and accurate as possible) of any such concern and relevant incident(s). The record should be signed, timed and dated.

There should be appropriate records of:

- All internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses;
- All external conversations – for example, with the LADO/other external agencies;
- The rationale for decisions;
- Any action taken.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the Trust will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harm threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the Trust that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Adults about whom a low-level concern has been raised may have rights of access to such records, provided of course that this would not also unreasonably disclose information of children concerned.

The Trust should retain the record consistent in compliance with group data protection policies. The Trust should retain all records of low-level concerns (including those which are subsequently deemed by the Headteacher, to relate to behaviour which is entirely consistent with the Code of Conduct) in a central low-level concerns file (either electronic or hard copy). Where multiple low-level concerns have been shared regarding the same individual these should be kept in chronological order as a running record. These records should be kept confidential and held securely, with access afforded only to a limited number of individuals

such as the Headteacher and CEO; and HR manager. The Headteacher may store the central low level concerns file with his/her other safeguarding and child protection records.

Some low-level concerns may also involve issues of misconduct or poor performance, or they may trigger the disciplinary, grievance or whistleblowing procedures. Where these issues would ordinarily require records to be made and retained on the staff member's personnel file, this should be done in the normal way, in addition to the records of the low-level concern(s) being retained in a central low-level concerns file.

If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO and, perhaps following consultation, a referral is made to them, then records relating to the low-level concern should be placed and retained on the staff member's personnel file.

If a low-level concern (or group of concerns) is reclassified as an allegation, all previous records of low-level concerns relating to the same individual should be moved from the central low-level concerns file to the staff member's personnel file and retained in accordance with Part 4 of KCSIE.

When a staff member leaves and/or takes up new employment, that creates a natural point at which the content of the file may be reviewed to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims) and is therefore necessary to keep.

Low-level concerns should not be referred to in references unless they relate to issues which would ordinarily be included in a reference, for example, misconduct or consistent poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. Where a low-level concern (or group of concerns) has met the threshold for referral to LADO and found to be substantiated, it should be referred to in a reference. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

The Trust will refer to Part Four, Section Two of Keeping Children Safe in Education (DfE) for further advice and guidance.

18. Staff Code of Conduct

The Trust has a Code of Conduct for all staff to provide clear guidance about behaviour and actions and responses to low level concerns in order not to place pupils or staff at risk of harm or of allegation of harm to a pupil.

Safer Recruitment

- All schools will implement their responsibilities for safer recruitment, selection and pre-employment vetting strategies, including obtaining DBS checks as recommended in *Keeping Children Safe in Education*.
- Schools should consider searches, including an online search for all short listed candidates, as part of the diligence processes in recruitment.

- This will include appropriate training for Headteachers and others who recruit and select staff and volunteers. These staff will complete the Educare unit on Safer Recruitment in Education training.
- Where agency and third-party staff are employed, various checks must be made in accordance with KCSIE.
- The Trust will undertake appropriate safeguarding checks in accordance with current legislation, KCSIE and its safer recruitment procedures. Where a further DBS check is not legally required, the Trust will use its established safeguarding arrangements to determine whether additional checks are appropriate.

Disqualification

Where disqualification is an issue, the Trust will act according to 'Disqualification under the Childcare Act 2006 (as amended, 2018)'

How we carry out checks on employees

The Trust central team and each school maintain their own Single Central Record in accordance with KCSIE.

Clubs run by external providers

- All clubs will be expected to comply with the stipulations laid out in the Trust Lettings Policy and will need to evidence that they have appropriate safeguarding policy and training in place.
- Any external providers who do not comply with the Trust's Safeguarding and Child Protection Policy could have their contract terminated at short notice.
- The school will advise the club leader of who is responsible for safeguarding matters at the relevant site.

19. Training

Induction and training (including online safety) are in line with advice from local safeguarding partners.

All Staff

All new staff will be provided with induction training that includes:

- Safeguarding and child protection, including online safety
- The child protection policy, including information about the identity and role of the DSL and DDSs.
- The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- The safeguarding response to children who go missing from education

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- The staff Code of Conduct including the Trust's whistleblowing procedure and the acceptable use policy.
 - A copy of Part 1 of KCSIE
 - School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*

Induction training usually takes place within seven (7) working days of staff commencing work. Copies of the above documents are provided to all new staff during induction.

As part of the whole school safeguarding approach, all staff are also required to:

- Read Part One of KCSIE and confirm that they have done so via a signed form. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via staff training.
- Understand key information contained in Part One of KCSIE. The Trust will ensure staff understanding by a Google form quiz.
- Receive safeguarding and child protection training regularly, in line with advice from the local safeguarding partners. Training will include online safety, harmful sexual behaviour (including sexual violence and sexual harassment between children), emerging online safeguarding risks, the safe and responsible use of technology, AI-enabled abuse, deepfake imagery, online coercion, technology-facilitated abuse, and any updates to filtering and monitoring arrangements. It will also include Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism, challenge extremist ideas appropriately and know how to refer children and young people for further help. All staff will also be made aware of the local early help/family help process and understand their role within it.
- Undertake regular safeguarding updates, at least annually, and whenever there are significant changes to statutory guidance or emerging safeguarding risks, to ensure staff have current knowledge and skills to safeguard children effectively.
- Undertake Prevent and FGM training annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- As recommended in the DfE's Cyber Security Standards, staff who access our IT network must take basic cyber security training every year.

DSL(s) - Designated Safeguarding Lead (s)

The DSL and DDSL's receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. DSL training will meet the requirements set out in Annex C of KCSIE 2026 and will be updated through appropriate safeguarding updates, briefings, supervision, professional development and/or local safeguarding partnership activity. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the LCSB (until such time as they are replaced with local safeguarding

partners) approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The DDSLs are trained to the same level as the DSL. Each school will ensure that there is always appropriate safeguarding leadership available during the school day. Where the DSL is unavailable, staff must report concerns to a DDSL. Where the DSL or DDSL cannot be contacted, staff must follow the school's escalation arrangements and, where necessary, contact the appropriate children's social care service or emergency services.

The school will maintain secure arrangements for receiving safeguarding concerns, including appropriate email or other electronic reporting arrangements where applicable.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

The Safeguarding Trustee designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements.

A review of the Trust's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation through the Trust Board. The Trust draws on the expertise of staff, including the DSL(s), in shaping the Trust's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the Trust will work with the Local Authority designated officer to determine whether there are any improvements to be made to the Trust's procedures or practice to help prevent similar events in the future.

20. Teaching children how to keep safe

The Trust ensures that all pupils are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and Health Education and PSHE to help children to adjust their behaviours to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching pupils, for example, about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The Trust recognises the additional risks that children with SEND face online and works with the E-Safety Lead to ensure that additional support and measures are in place to support these children. Online safety is an integral part of the Trust's Computing curriculum for all pupils and is taught in an age appropriate way relevant to pupils' lives. It is essential that children are safeguarded from potentially harmful and inappropriate online material. A

whole school approach is taken to online safety in the Acceptable Use Policy which empowers the Trust to protect and educate pupils, pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

It is also embedded in PSHE and Relationships and Sex Education. Pupils will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns.

The Trust has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the Trust's approach to online safety can be found in the e-safety policy on the Trust website.

Children Looked After (CLA) and previously looked after children (PLAC)

Looked after children (and previously looked after children) are a particularly vulnerable group. The Trust will ensure that prompt action is taken when necessary to safeguard these children and the local governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Each school has assigned a designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The Trust ensures that the designated member of staff receives appropriate training to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and Virtual School Heads.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with Virtual School Heads to promote their educational achievement.

Children potentially at greater risk of harm (Children who need a social worker - Child in Need and Child Protection Plans)

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.

Where the local authority has made the Trust aware a child has a social worker, the designated safeguarding lead will 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 information will 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).

DSLs will liaise with Virtual School Heads where appropriate to ensure that children who have allocated social worker are supported effectively.

21. Use of 'reasonable force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children.

The Trust recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions. The Trust will consider its duties under the Equality Act 2010 and their Public Sector Equality Duty. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The Trust's procedures for use of reasonable force can be found in the Behaviour Policy on the Trust website.

22. E-safety

The internet is now a part of everyday life and children are spending more and more time online, exploring the internet and connecting with others online. However, the internet can also represent a risk to children that is sometimes misunderstood and often underestimated. E-Safety is a key element in the safeguarding strategy at Spring Trust and keeping children safe online is a priority for all staff and volunteers.

Just like the offline world, the online world is full of risk and although the majority of these will not turn into harm it is important that children understand the risks they are taking and make sensible choices. At Spring Trust children are taught the fundamentals of e-safety throughout the school so that they can recognise and avoid dangers and unsuitable content. We also explain how to behave appropriately online as well as the importance of managing their digital footprint.

Generative AI in Education

We recognise that Generative Artificial Intelligence (AI) tools—such as those used to create text, images, and videos—are increasingly accessible in educational settings. While these tools offer opportunities for learning and creativity, they also pose potential safeguarding risks, including the spread of misinformation, exposure to inappropriate content, and the misuse of AI-generated material for manipulation or deception. There will be a separate Trust policy on AI which also includes links to DfE websites.

Understanding the risks to children

Areas for online risks can be categorised into the 3 Cs - Content, Contact and Conduct, and can be commercial, aggressive or sexual in nature as shown in the table below.

	Commercial	Aggressive	Sexual
Content (child as recipient)	Adverts, spam Sponsorship Personal information	Violent or hateful content	Pornographic or unwelcome sexual content
Contact (child as participant)	Tracking Harvesting Personal information	Being bullied, harassed or stalked	Meeting strangers Being groomed
Conduct (child as actor)	Illegal downloading Hacking Financial scams Terrorism	Bullying or harassing another person.	Creating and uploading inappropriate material.

Use of mobile phones, cameras and wearable technology

The Trust's policy on the use of mobile phones, cameras and wearable technology is as follows:

- Staff, parents, carers, volunteers, visitors and contractors must not use recording-capable wearable technology to photograph, film or record pupils or staff without appropriate authorisation. Any authorised use of recording or wearable technology must comply with the school's safeguarding, data protection and acceptable use requirements.
- Pupils must not wear or use smart glasses or other recording-capable wearable technology on the school premises. Where a pupil brings such a device to school, it must be switched off and stored in accordance with the school's arrangements for personal electronic devices. This restriction is intended to protect pupils' privacy and safeguarding and to prevent the unauthorised recording, storage or transmission of images, audio or other information.
- All parents are asked to sign a permission form for their child's inclusion of photos and videos.
- Names of children who are not to be included are made known to the class teacher and a record kept in the school office.
- Parents are given a safety talk at the commencement of any events/shows/assemblies and are reminded that there are some children in the show that may not have permission for video/photos to be shared on things like social media. Parents are encouraged to

record/film their own child and crop out others or enjoy looking back at only - for personal use, but not social media.

- Mobile phones, cameras and wearable technology are prohibited in all toilet and changing areas.
- All staff and pupils are required to sign an Acceptable Use Policy which governs the use of these devices.
- **Reasonable adjustments:**
This requirement does not prevent the use of wearable or assistive technology where it is required because of a disability or medical need. Any such use will be considered on an individual basis by the school, with appropriate safeguards and agreed arrangements put in place.

Waiver from Disqualification

In certain circumstances, a person who is disqualified from registration by Ofsted may apply to Ofsted for a waiver of disqualification unless, for example, they are barred from working with children.

23. Disinformation, misinformation and conspiracy theories

As part of our commitment to safeguarding and online safety, we recognise that disinformation, misinformation, and conspiracy theories present significant risks to children and young people in the digital world. The trust recognises that generative artificial intelligence can create additional safeguarding risks, including the creation or manipulation of sexual or abusive imagery, impersonation, fraud, misinformation, harmful content and privacy risks. Staff will remain alert to these risks and children will be supported to develop age-appropriate digital literacy and critical-thinking skills.

- These terms refer to the intentional or unintentional spread of false or misleading information, often shared via social media, websites, or messaging platforms.
- Children and young people may be particularly vulnerable to accepting this content at face value, especially when it appears to come from seemingly trustworthy sources.
- The rise of advanced artificial intelligence, including AI-generated images and videos (deepfakes), can make false content appear highly credible and difficult to detect.
- All school staff have a responsibility to help keep pupils safe from these risks as part of our wider online safety and digital literacy provision.
- We actively seek to create opportunities to discuss with pupils where and how they access information, supporting them to question and critically evaluate digital content.

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- This includes embedding online critical thinking into our curriculum, reinforcing that not everything online is accurate or reliable, and encouraging pupils to speak up if they encounter suspicious or concerning material.
 - By developing pupils' digital resilience, we aim to equip them with the skills and confidence to navigate the online world safely and responsibly.

APPENDIX 1

FURTHER INFORMATION

All staff should be aware of indicators of abuse and neglect, as well as specific safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should always be vigilant, and if unsure, should **always** speak to the DSL or DDSLs.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

Physical abuse: 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.

Emotional abuse: 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 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. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

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. The sexual abuse of children by other children (also known as child-on-child abuse) is a specific safeguarding issue in education and **all** staff should be aware of it and of their school's policy and procedures for dealing with it.

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

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

The trust recognises that misogyny, misandry, sexist attitudes and gender-based harassment can contribute to harmful behaviour and violence. Each school will challenge misogynistic and discriminatory language and behaviour and will provide age-appropriate education designed to promote respectful relationships, equality and healthy attitudes.

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

Child Criminal Exploitation (CCE): Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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.

Child Sexual Exploitation (CSE): CSE is a form of 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. CSE does not always involve physical contact: it can also occur through the use of technology.

CSE 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 abuse even if the sexual activity appears consensual; can include both contact (penetrative e.g. rape and oral sex and non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing) and non-contact sexual activity (such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It 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; and 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 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;

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- 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.

CSE is a geographically widespread form of harm that is a typical **feature of county lines** criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a 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 staff should be 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 school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If staff have a concern about a child or a child makes a report to a member of staff, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

County lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism should be considered. 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.

So called ‘Honour Based’ Abuse: 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. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the multi-agency statutory guidance on FGM.

If staff have a concern that a pupil may be at risk of HBA or has suffered HBA, they should speak to the DSL (or DDSLs). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children’s Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the Trust’s local safeguarding procedures.

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 communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing Radicalisation: Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The designated safeguarding leads (and deputies) should be aware of local procedures for making a Prevent referral.

Special Educational Needs and/or Disabilities or physical health issues: Pupils with SEND or certain health conditions can face additional safeguarding challenges. They may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. The barriers to recognising abuse and neglect of this group of children can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or health condition without further exploration;
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, including prejudice-based bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

Further guidance can be found in the DfE guidance Supporting pupils at school with medical conditions, and where applicable in the SEND Code of Practice.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

Lesbian, Gay, Bisexual, or Gender Questioning (LGBTQ+): Children who identify as LGBT, or are perceived by their peers to be LGBT (whether they are or not), can be particularly vulnerable to targeted bullying, harassment, or prejudice. Staff must be vigilant to these risks and ensure any incidents are addressed swiftly in line with our Anti-Bullying and Child Protection policies.

When supporting a gender questioning pupil, the school takes a cautious, holistic, and child-centred approach. Staff will consider the broad range of the child's individual needs, including any wider vulnerabilities and the risk of bullying. In line with guidance, the school works in close partnership with parents/carers in all matters regarding their child, except in the exceptionally rare circumstances where involving parents would create a clear, significant risk of serious harm to the child. Any support provided **will also take into account relevant professional or clinical advice where applicable.**

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy.

Children who go missing from education or school: A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The Trust holds more than one emergency contact number for each pupil so additional options are available to contact a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the Trust's procedures for dealing with children who go missing, particularly on repeat occasions. All unexplained or unauthorised absences will be followed up.

The Trust shall inform the local authority of any pupil who is going to be added to or deleted from the Trust's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) Fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) Follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The Trust will inform the local authority and the local authority where the child is normally resident of any

pupil who fails to attend school regularly or has been absent without the Trust's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Trust and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the Trust gives rise to a concern about their welfare.

Children with family members in prison: Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy.

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 school 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 school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that 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 and www.clevernevergoes.org.

Children in need: defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child with a disability. Local authorities are required to provide services to safeguard or promote the welfare of children in need, and they may be assessed under s17 Children Act 1989.

Domestic abuse: The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sex or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

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

Homelessness: 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. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Child on child abuse, including harassment and violence : Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. The trust recognises that harmful behaviours may be part of a wider pattern and will consider the individual circumstances and safeguarding needs of both the child who has experienced the behaviour and the child alleged to have caused harm. This can include (but is not limited to):

- Abuse within intimate partner relationships between peers;
- Bullying (including cyberbullying) prejudice-based and discriminatory bullying;
- 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;
- 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);
- Consensual and non-consensual sharing nudes and semi-nudes images and videos (also known as sexting or youth produced sexual imagery);
- Upskirting;
- Initiation/hazing type violence and rituals (this could include abuse or humiliation used as a way of initiating a person into a group or event including online).

It can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse, how to identify it and respond to reports.

Even if there are no reports in the Trust, this does not mean that it is not happening. Any concerns regarding child-on-child abuse must be referred to the DSL or DDSL.

Artificial Intelligence and Emerging Technology

The Trust recognises that generative AI technologies are increasingly accessible to children and young people. These technologies may present safeguarding risks including:

- creation of synthetic sexual images ("deepfakes")
- grooming
- sexual harassment
- cyberbullying
- impersonation
- misinformation
- coercion and blackmail
- Staff should remain vigilant to these risks and report concerns through normal safeguarding procedures.

Sexual violence and sexual harassment between children in schools and colleges

Context

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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
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- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school 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.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could be forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. **What is 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.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16;
- Sexual intercourse without consent is rape.

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 (schools 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; and
- 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 nude and semi-nude images and videos.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including, on social media.
 - Sexual exploitation; coercion and threats.
 - Upskirting.

Upskirting: The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual

gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

“Lucy Faithfull Foundation’s Shore Space”, a confidential online service for young people concerned about their own or others’ sexual thoughts and behaviours should be incorporated into our safeguarding curriculum and signposting materials.

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

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

Reference should be made to:

Mental Health and Behaviour in schools DfE guidance (November 2018)

DfE guidance ‘promoting and supporting mental health and wellbeing in schools, which details numerous resources available to schools; and

Public Health England: Promoting children and young people’s emotional health and wellbeing a whole school and college approach.

Every member of staff should be vigilant in identifying possible mental health problems and flagging these via SAFEGUARD. Identified pupils should be referred to the school Counsellor or CAMHS by the SENCO.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, ‘NPCC- When to call the Police’ and National Cyber Security Centre - NCSC.GOV.UK

APPENDIX 2

 BROMLEY SAFEGUARDING CHILDREN PARTNERSHIP Concerns Form		
Child's Name:		
Class:		
Date of concern:		
Details of concern:		
Signed:		
Position:		
Date:		
Action taken:		
Reported/referred to:		
Date:		

APPENDIX 3

Child Protection Guidance for Volunteers

Trustees, staff, and volunteers of Spring Trust fully recognise their role in maintaining a robust culture of safeguarding and promoting the welfare of pupils. Volunteers are in a position of trust and have an active, responsible part to play in keeping children safe and protecting them from abuse, neglect, and harm. All volunteers must read and adhere to Part 1 (or Annex 1) of Keeping Children Safe in Education, understand our Child Protection Policy, and know how to immediately report any safeguarding or low-level concerns to the Designated Safeguarding Lead (DSL).

One to One Situations

- If you are working with a child or group of children, ensure the class teacher knows where you will be working.
- When working with a child try to ensure that the location is visible to others - corridors or rooms with the door open.
- Avoid meetings with a child or young person in remote, secluded areas.

Physical touch

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools will occur most often with younger pupils.

What to do if a child discloses abuse

- Stay calm and reassuring.
- Don't make any other promises to the child - the situation may cause you to react emotionally.
- Listen and reassure.
- **Do not press for details.**
- Tell the child that s/he was right to tell.
- Immediately contact the child's class teacher and report your conversation.
- **Whistleblowing- Don't think what if I'm wrong - Think what if I'm right.**
- Report any behaviour by adults in any member school that raises concern, regardless of source, to those named below. See the Trust's Whistleblowing Policy.

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour;
- To prevent the problem worsening or widening;
- To protect or reduce risks to others;
- To prevent becoming implicated yourself.

APPENDIX 4

Low-Level Concern Form

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with Spring Trust’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). The record should be signed, timed and dated.

Details of concern

Name of staff member:

Role:

Received by:	At (Time):
Action Taken:	
Signed:	Time and Date:

This record will be held securely in accordance with Spring Trust’s safeguarding policy. Please note that low-level concerns will be treated in confidence as far as possible, but the Trust may in certain circumstances be subject to legal reporting requirements and may need to involve other agencies where appropriate.

APPENDIX 5

Out of Borough - EXTERNAL SAFEGUARDING CONTACT DETAILS

Local Authority Designated Officer (LADO)	<u>Bexley</u> LADO@bexley.gov.uk 0203 045 3436 (LADO Team) Bexley LADO Referral Form <u>Croydon</u> Jane Parr - LADO LADO@croydon.gov.uk 0208 726 6000 ext. 24817 Mobile: 07716 092630 Croydon LADO Referral Form <u>Greenwich</u> Childrens-lado@royalgreenwich.gov.uk 0208 921 3930 (LADO Team) For more information about LADO services in Greenwich click here. <u>Kent</u> LADO Referrals need completing via the Kent Frontdoor Portal <u>Lewisham</u> Caroline Aitken lewishamlado@lewisham.gov.uk Tel: 0208 314 7280
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Local Authority Children's Social Services	<u>Bexley</u> Tel: 0203 045 5440 (MASH) Out of Hours: 020 8303 7777 or 020 8303 7171 Make a Referral in Bexley <u>Croydon</u> Tel: 0208 255 2888 (MASH) Out of Hours: 0208 726 6400 (press 5 for children's services) Make a Referral in Croydon <u>Greenwich</u> Tel: 0208 921 3172 (MASH) Email: mash-referrals@royalgreenwich.gov.uk Greenwich Social Care / MASH Referral Form <u>Kent</u> Tel: 03000 41 11 11 (MASH) frontdoor@kent.gov.uk Out of Hours: 03000 419 191 All referrals need completing via the Kent FrontDoor Portal <u>Lewisham</u> Tel: 0208 314 6660 (MASH) Out of hours: 0208 314 6000 (ask to speak to a duty social worker) Email: mashagency@lewisham.gov.uk Lewisham Social Care Referral
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Spring Trust

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E: contact@springtrust.uk

