



Child Protection & Safeguarding Policy

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Approved by	Trustee: Audit, Risk, Safeguarding and Health & Safety Committee
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Related Trust policies	• Attendance • Behaviour • Child Protection • Complaints • Lettings • Looked After Children • Online Safety • RSHE • Safer Recruitment • Staff Code of Conduct • Special Educational Needs & Disability • Supporting Children with Medical Needs
Related national guidance	• DfE: Keeping Children Safe in Education • DfE: Working together to safeguard children • DfE: Working together to improve attendance • DfE: Information sharing • DfE: EYFS Statutory Framework • DfE: Preventing & tackling bullying • DfE: Promoting & supporting mental health and wellbeing in schools and colleges. • DfE: Prevent Duty
Availability	Accessible via individual school's website

The safety and wellbeing of our pupils is the number one priority

Safeguarding and promoting the welfare of children and young people is everyone's responsibility

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

*We are a 'sharing organisation'
All concerns should be reported.*

All concerns about a child, including signs of abuse and neglect must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy DSL.

In the event that a child is in immediate danger or at risk of harm, a referral should be made to Children's Social Care and/or the police.

Any allegation about another adult in school should be to the Headteacher.

An allegation relating to a Headteacher should be referred to the Trust's CEO, or Safeguarding Lead.

Any concern or 'nagging doubt' about an adult or child should be shared with the DSL or Headteacher.

**This policy should be read alongside
'Keeping Children Safe in Education' – DfE Statutory Guidance.**

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Everyone who works with children, including all school staff, have a responsibility for keeping them safe. (*Working Together to Safeguard Children, 2026*)

Section 157 of the Education Act 2002 places a statutory duty on independent schools, including academies to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children. This policy sets out how the Trust meets these obligations.

All schools within our Trust adheres to the following national guidance and legislation:

- Keeping Children Safe in Education (DfE: 2026)
- Working Together to Safeguard Children (HM Government 2026)
- The Education Act (2002)
- The Children Act (1989)
- Early Years Foundation Stage Statutory Framework (DfE: 2025)
- Information Sharing: Guidance for practitioners and managers. HM Government (2024)
- Working together to improve school attendance (DfE: 2024)
- Prevent Duty (HM Government 2023)
- What To Do If You're Worried a Child Is Being Abused (DfE:2015)
- Safe Working Practice for Adults who Work with Children (2020)

Mission Statement:

Hull Collaborative Academy Trust (HCAT) is a dynamic learning community which welcomes all. We work in close partnership with parents and the wider community to nurture and support all our children to become healthy, independent, successful, and caring citizens in a multicultural and fast-changing world.

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for their sex, race, disability, religion or belief, gender reassignment, sexual orientation, background, or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression, and assertiveness are encouraged. We base our dealing with all members of our community on Restorative Practices.

Being subject to harassment, violence, and/or abuse, including that of a sexual nature, may breach an individual's rights under the Human Rights Act 1998. Therefore, our school will always act in a way that is compatible with the Convention.

Local Safeguarding Children Partnership (LSCP)

The LSCPs are an independent safeguarding partnership which have responsibility for coordinating the work of agencies within their respective authorities to safeguard and promote the welfare of children and for ensuring the effectiveness of that work.

Our schools recognise their statutory duty to co-operate with and support LSCPs arrangements. They always work in partnership with other agencies in the best interest of the children. There is a clear understanding of the pivotal role schools play in contributing to multi-agency working to ensure children receive the right help at the right

time. As part of this commitment, schools will always endeavour to attend or provide written reports for multi-agency meetings, such as

- Early Help Plans & Team Around the Family meetings (TAF)
- Child Protection Case Conferences,
- Core groups and/or any other multi-agency meetings,
- Allegation management meetings, or any other professional multi-agency meeting.

Aims

HCAAT recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from health, education, and children's social care services. The voluntary sector and other agencies also have an important role in protecting and safeguarding children. The Trust has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

The Academy Trust will aim to protect and safeguard children and young people by;

- Ensuring that all staff / volunteers are carefully selected, trained, and supervised as per national guidance 'Keeping Children Safe in Education'.
- Having a Child Protection and Safeguarding Policy and Procedure and regularly reviewing and updating this, at least on an annual basis, in line with national and local policy developments
- Ensuring that all staff and volunteers are familiar with the Child Protection and Safeguarding Policy and Procedure, as per the school's Induction process for staff and volunteers. All staff are expected to read and sign that they have understood the policy and are directed to the Designated Safeguarding Lead (DSL) if they have any queries.
- Ensuring that staff / volunteers attend appropriate safeguarding and child protection training, including online safety, which equips them to recognise and respond in a timely manner to concerns about a child. All staff will complete 'A Shared Responsibility' - Level 1 training, which will be delivered by an approved Trained Trainer.
- Ensuring that all schools have a designated Safeguarding Lead (DSL) and that all staff and volunteers are aware of the named people and process of reporting concerns to them. All staff are made aware of the DSL prior to their commencement at the school via staff handbook information they are given, and an induction meeting takes place on the first day in school.
- Ensuring staff maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interest of the child. If any member of our Trust has a safeguarding concern about any child, or adult, they should act immediately.
- Ensuring that the DSL attends training and keep their Safeguarding knowledge up to date by attending relevant training. New/up-to-date information will be disseminated to staff via staff meetings/briefings, e-bulletins, and Senior Leadership Meetings (SLT).
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff/volunteers adhere to the Professional Code of Conduct and refer to the Child Protection and Safeguarding Policy and Procedure.
- Ensuring that the Child Protection and Safeguarding Policy and procedures are disseminated to parents. The Child Protection and Safeguarding Policy is on the school website – this is kept up to date. Parents will also be informed of any changes to the Policy via newsletter and via Parent mail, a hard copy of the Policy is also available on request.
- Letting parents, carers, children, and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents, and carers information about what the school does and what you can expect, via the school website, regular newsletters, Parentmail and school notice boards.

The Trust will ensure an appropriate senior member of staff, from each school is appointed to the role of Designated Safeguarding Lead (DSL). During term time the DSL and the Deputy DSL will be available during school hours for staff or parents to discuss any safeguarding concerns.

Suzanne Wilson is the appointed Trust Strategic Safeguarding Lead and is contactable out of hours via email Suzanne.wilson@hcat.org.uk

Safeguarding curriculum

Our pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of a broad and balanced curriculum. We use different aspects of the curriculum, such as PSHE, ICT, SMSC, and with effect from September 2020, Relationships and Health Education to educate pupils on how to keep themselves safe, build their resilience, plus manage risk. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age-appropriate discussions about healthy relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance are built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Safeguarding and promoting the welfare of children are defined as:

- Providing help and support to meet the needs of children as soon as the problems emerge,
- Protecting children from maltreatment, whether that is within or outside the home, including online,
- Preventing the 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

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Anyone who has not yet reached their 18th birthday- The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

Early Intervention

Children and their families may experience a range of needs at different times in the lives and may benefit from support before statutory interventions are required. This may include support from universal services, community-based Early Help, or the targeted early help level of Family Help.

All staff will be alert to the potential need for additional support for children who may be more vulnerable or whose circumstances may indicate emerging, escalating or unmet needs. Staff will be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have a statutory Education, Health and Care plan
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, association with organised crime groups or county lines
- is frequently missing or goes missing from education, home or care
- electively home educated
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is attending alternative provision or is attending a Pupil Referral Unit
- is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse

- is misusing alcohol or other drugs themselves
- is at risk of honour or faith-based abuse, such as Female Genital Mutilation or Forced Marriage
- is privately fostered.

Where staff identify that a child may benefit from additional support, they will report their concerns to the DSL in line with this policy.

Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.

Significant Harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Who Abuses Children?

Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely by a stranger for example, via the internet. They may be abused by an adult, another child or children. Whilst all children have the right to be protected, it is recognised that some groups are potentially at greater risk of harm than others. These include children who are in need of a social worker, unexplained and/or persistently absences from education, children who are electively home educated or children looked after/previously looked after.

What is Abuse, Neglect and/or exploitation?

Abuse, neglect and/or exploitation are forms of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Abuse also includes children witnessing the ill-treatment of others, which is particularly relevant when children see, hear or experience domestic abuse and its effects.

Neglect, abuse and/or exploitation is very rarely standalone and cannot always be covered by one definition, as most cases will overlap with one another due to multiple issues.

PHYSICAL ABUSE:

Physical abuse 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:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 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 the 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, though it may occur alone.

SEXUAL ABUSE:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

NEGLECT:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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 caregivers); or
- ensure access to appropriate medical care or treatment.

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

This is not an exhaustive list, and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / Designated Safeguarding Lead do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Partnership, Guidelines and Procedures.

Recognition of harm

It must be recognised that sometimes children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Safeguarding concerns are rarely standalone events and cannot always be covered by one definition. Children may experience multiple and overlapping harms, including abuse, neglect, exploitation, online harms and extra familial harms. Therefore, concerns may come to staff's attention in several different ways including;

- Information given by the child, his/her friends, a family member, or close associate.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
- Overhearing pupil's conversations that suggest a child has been harmed, or at risk of harm.
- An injury which arouses suspicion because;
 - It does not make sense when compared with the explanation given.
 - The explanations differ depending on who is giving them (*e.g.*, differing explanations from the parent / carer and child).
 - The child appears anxious and evasive when asked about the injury.
- Suspicion being raised when several factors occur over time, for example, the child fails to progress and thrive in contrast to his/her peers.
- Contact with individuals who pose a 'risk to children'. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.

Substance misuse

The potential for a child to be harmed because of the excessive use of alcohol, illegal and controlled drugs, solvents, or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.

Parent/Carer Mental Illness

Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender, and individual personality.

Domestic Abuse

Domestic abuse is defined within the Domestic Abuse Act 2021 as abusive behaviour between individuals aged 16 or over who are personally connected. This abuse may be a single incident or a course of conduct and can encompass a range of behaviours, including psychological, physical, sexual, financial or emotional abuse, as well as coercive or controlling behaviour. Abuse may occur within or outside of the home and across different types

of relationships, including between intimate partners, former partners and family members. It can also include teenage relationship abuse and child-to-parent or caregiver abuse.

It is recognised that domestic abuse can affect anyone, regardless of sex, age, ethnicity, disability, socio-economic status, sexuality or identity.

In line with Keeping Children Safe in Education (KCSiE), our schools acknowledges that children can be victims of domestic abuse in their own right. This includes where they see, hear or experience the effects of abuse.

Children may also be affected by abuse within their own relationships. Where those involved are under the age of 16, this may not meet the statutory definition of domestic abuse; however, it will always be treated as a safeguarding concern.

Domestic abuse is recognised as having a significant and potentially long-term impact on children's health, wellbeing, development and ability to learn.

Operation Encompass

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. Working together to safeguard children, the Police will inform the academy's 'Key Adults' about any domestic abuse incident, where the child or young person has been present or exposed to domestic abuse. Information shared enables the academy to provide appropriate support through overt or silent intervention, dependent upon the needs and wishes of the child.

Bullying

This can be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (*e.g.*, hitting, kicking, theft), verbal (*e.g.*, racist, or homophobic remarks, threats, name calling) and emotional (*e.g.*, isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, *e.g.*, text or social network sites, and is commonly known as Online bullying. Bullying can cause considerable distress, to the extent that it can affect health and development. All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Female Genital Mutilation

This is against the law yet for some communities it is considered a religious act and cultural requirement. Therefore, if it is carried out either within the UK or arrangements are made for the child to go abroad, with the intention of having this procedure, the school have a duty to inform either the police or Children's Social Care. Similarly, if staff become aware that this procedure has been carried out, following a direct disclosure for a young person, then there is a legal duty to inform the police, as soon as possible under the Serious Crime Act 2015.

Radicalisation and Extremist behaviour

Our schools recognise that children and young people may be susceptible to radicalisation into terrorism.

Protecting pupils from this risk is an integral part of our wider safeguarding approach and will be addressed in the same way as any other safeguarding concern.

In accordance with Section 26 of the Counter-Terrorism and Security Act 2015, our schools acknowledge their duty to have "due regard to the need to prevent people from being drawn into terrorism". This is known as the Prevent duty.

For the purposes of this policy:

- **Extremism** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- **Radicalisation** is the process by which an individual comes to support or legitimise extremist views, including the use of terrorist violence.
- **Terrorism** describes actions that endanger life, cause serious violence, damage property, or disrupt electronic systems, where the intention is to influence government or intimidate the public in order to advance a political, religious or ideological cause.

Our schools recognise that there is no single way to identify whether a child is likely to be susceptible to radicalisation into terrorism. As with all safeguarding matters, staff will remain alert to changes in behaviour, presentation, language, relationships, or online activity that may indicate a child is in need of help or protection. Radicalisation is not a fixed or linear process. Children and young people may demonstrate different behaviours or indicators at different times, and these may not follow a predictable pattern. The Designated Safeguarding Lead (DSL) will consider any concerns in the context of the child's wider circumstances, including any vulnerabilities, influences and safeguarding needs, when assessing risk and determining appropriate support. Staff are expected to exercise professional judgement and respond proportionately to any concerns. Any concerns that a child may be susceptible to radicalisation must be reported to the Designated Safeguarding Lead (DSL) in line with this policy.

The DSL and senior leaders will ensure they are familiar with current Prevent duty guidance and local referral processes. The school's Prevent arrangements form part of its wider safeguarding systems and include consideration of:

- leadership and multi-agency partnership working;
- staff awareness, capability, and appropriate training;
- reducing the risk of permissive environments, including online environments, external speakers, visitors, the use of premises, and access to extremist content.

The Trust will ensure that all staff receive appropriate Prevent training so they understand the risks, can recognise concerns, know how to report them internally, and understand local referral pathways. The DSL will receive more advanced training to support staff and remain up to date with relevant developments.

Where the DSL determines that a Prevent referral may be appropriate, this will be managed in line with local procedures. In cases of immediate risk or danger, emergency services will be contacted via 999.

Prevent referrals are assessed by the police and may be referred to a multi-agency **Channel panel**. Channel is a voluntary and confidential programme that provides early support to individuals who are identified as being susceptible to being drawn into terrorism. A representative from the school may be asked to contribute to the panel to support assessment and planning.

Where a child is receiving support through Prevent or Channel and moves to another setting, the DSL will ensure that relevant information is shared with the receiving setting in advance, where possible, to support continuity of safeguarding and care.

Exploitation, including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), County Lines, Serious Violence and modern day slavery – Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines activity, serious violence and modern slavery are all significant safeguarding concerns, which may be interrelated. Children may experience exploitation alongside other forms of abuse or neglect. It is therefore important to consider the wider context of a child's lived experience, including risks beyond the home, such as peer influences, community settings, transport networks and online environments.

CSE and CCE are understood to be forms of abuse that occur when an individual or group exploits an imbalance of power to coerce, manipulate or deceive a child into engaging in sexual or criminal activity. This may involve the child receiving something they need or want or may be carried out for the financial gain or status of those responsible, and can include the use or threat of violence.

Exploitation can be carried out by individuals, groups, organised networks or gangs. In some cases, children may believe they are part of, or connected to, those who are exploiting them. Exploitation can affect any child, regardless of age or gender, and a child cannot consent to their own exploitation, abuse or trafficking.

Children may not always recognise that they are being exploited and may be groomed, manipulated or coerced into situations they do not fully understand. Those who are exploited may also be pressured or controlled into behaviours that could be perceived as criminal. In such cases, consideration will always be given to whether these behaviours are a result of exploitation before determining an appropriate response.

Significant indicators that a child may be at risk of, or experiencing, exploitation, county lines or serious violence. These may include:

- unexplained gifts, money or new possessions
- increased absence from school/college or regularly missing education
- going missing from home or care, or regularly returning home late
- changes in friendship groups or relationships with older individuals or group
- a significant decline in educational performance
- signs of assault, unexplained injuries, self-harm or changes in wellbeing
- drug or alcohol misuse
- association with others involved in exploitation, gangs or criminal networks
- receiving requests for drugs via a phone line, moving drugs or collecting money
- being found in accommodation with which they have no connection, sometimes referred to as a trap house, cuckooing address or hotel room linked to drug activity
- owing money or a "debt bond" to exploiters
- having their bank account used to facilitate criminal activity
- being vulnerable to grooming, coercion, threats, intimidation or online exploitation.

If staff are concerned that a child may be at risk of, or experiencing, child sexual exploitation, child criminal exploitation, county lines, serious violence, trafficking or modern slavery, they will report their concerns to the DSL without delay.

Honour Based Abuse (HBA)

Honour Based Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone

has brought shame on their family or community by doing something that is not in keeping with the traditional beliefs or culture

HCAAT schools take HBA crime very seriously and deal with cases sensitively and confidentially. To this end we work collaboratively with external agencies to keep children and young people safe from harm.

Forced Marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, and emotional pressure.

If concerns are brought to the attention of staff, they will be reported immediately to the appropriate authorities.

SEND

Children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges, both online and offline. We acknowledge that there is no single way to identify abuse, neglect or exploitation, and that additional barriers may exist when recognising these concerns in children with SEND.

These barriers can include assumptions that indicators such as behaviour, mood or injury relate to a child's SEND without further exploration; increased vulnerability to peer group isolation or bullying, including prejudice-based bullying; and the potential for children to be disproportionately impacted by harmful behaviours without outwardly showing signs. Communication barriers, cognitive differences, and difficulties in understanding or reporting concerns may further increase vulnerability. In some cases, children may not recognise that what is happening to them is abuse, neglect or exploitation, particularly where intimate or personal care is required or where they are more isolated from others. Children with SEND may also be more dependent on adults for care and support, which can increase risk.

We are an inclusive organisation and recognise that children with SEND have the same rights to be protected from harm as all children. However, we also acknowledge that they may be more susceptible to abuse and may require additional support and vigilance. Staff will always fully explore any indicators of possible abuse and will not assume that these are related to a child's SEND.

Any safeguarding concern involving a child with SEND will require close liaison between the DSL and the SENCO. We will also consider whether additional pastoral support, communication support or other reasonable adjustments are necessary to safeguard and promote the child's welfare.

Our intimate and/or personal care arrangements are designed to promote children's health, safety, independence and welfare, while maintaining dignity and privacy. These arrangements are open, transparent and appropriately recorded.

Children Absent from Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being.

At HCAAT schools we encourage the full attendance of all our pupils.

Our school has clear procedures for managing, unexplainable and/or persistent absences which helps identify any possible emerging patterns of abuse or neglect, including all forms of exploitation.

Where we have concerns that a child is missing from education, we will follow the local authority protocols and refer to the Education Welfare Service, CME Officer who will make reasonable efforts to establish the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

(Ref: Attendance policy and Local Authority CME protocols)

Child-on-Child abuse

The Academy Trust believes that abuse is abuse and it will never be tolerated, dismissed, or minimised. Though our broad and balanced curriculum, we will educate pupils about keeping themselves safe, and how to build respectful relationships. However, occasionally, allegations may be made against pupils by others, which are of a safeguarding nature. Although research shows that girls are more likely to be victims of child-on-child abuse, staff should remain open minded and acknowledge that this form of abuse can affect any pupil within our academy.

It is important that staff do not 'downplay' any reports of child-on-child abuse and follow the same reporting and recording procedures, as if this was any other disclosure of harm or abuse.

Child on child abuse usually manifests as one, or a combination of the following but is not limited to:

➤ Bullying

If a child is suffering or at risk of significant harm, a bullying incident should be addressed as a child protection concern. Bullying can take different forms, including physical, verbal, cyber, racist, religious, cultural, homophobic, and transphobic bullying.

- **Domestic Abuse**
Intimate personal relationships, which involves controlling, coercive, threatening behaviour and violence. It can be psychological, physical, sexual, financial and/or emotional in nature.
- **Child Exploitation (CSE & CCE)**
Defined as an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual or criminal activity.
- **Physical abuse**
This includes incidents 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).
- **Initiation/Hazing**
Hazing is the practice of rituals, challenges, and other activities which can involve harassment, abuse, or humiliation as a way of initiating a person into a group.
- **Upskirting**
Upskirting typically involves taking a picture under someone's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or causing the victim humiliation, distress, or alarm. Anyone of any gender can be a victim.
- **Sexual Harassment**
This is unwanted conduct of a sexual nature, which can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child or young person's dignity, and/or make them feel intimidated, degraded, or humiliated. Sexual harassment can include sexual comments about clothes and/or appearance, sexual "jokes" or taunting, physical behaviour, such as deliberately brushing against someone, or interfering with someone's clothes, consensual and non-consensual making or sharing of nude or semi-nude image and videos, including where generated by AI, or sharing of unwanted explicit content.
- **Sexual Violence**
This includes rape, assault by penetration or sexual assault, including where there is an online element which facilitates threatens and/or encourages sexual violence, defined by the Sexual Offences Act 2003.

Our schools recognise that harmful sexual behaviour exists on a continuum, from developmentally inappropriate or problematic sexual behaviour through to abusive behaviour and sexual violence. Concerns will be considered in context, taking account of the age and stage of development of the children involved, any power imbalance, coercion, threats, exploitation, the nature of the behaviour, the impact on those affected, and any wider safeguarding risks.

All staff have a role to play in challenging inappropriate, harmful or abusive behaviours between children. Staff will be alert to factors which may increase risk or affect how children experience or report abuse, including age, developmental stage, sex, ability, SEND, culture, ethnicity, sexual orientation, gender identity, power imbalance, peer group dynamics and wider contextual factors. Staff will be aware of the possibility that children may minimise, normalise or not recognise harmful behaviours, and that some behaviours may be facilitated, threatened, encouraged or shared online.

Mental Health & Wellbeing

Our schools play a key role in helping all pupils build resilience and develop good mental health and wellbeing. We understand that children and young people go through ups and downs during life, but with the right support, nurture, and education these difficulties can be overcome. It is acknowledged, that there are occasions when some pupils may face significant life challenges or events, which could have a profound impact on their emotional wellbeing and cause mental ill health. In addition, we are aware that mental health problems can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

We fully understand that only medical professionals can make a formal diagnosis of a mental health condition, but staff must remain vigilant, plus create a 'safe space' for pupils to speak out and share concerns.

Any mental health or wellbeing concerns should always be taken seriously and recorded on CPOMS in a swift and timely manner, to determine the necessary course of supportive action, which may include referrals to specialist services, such as MHST or CAMHS.

If staff fear that the pupil is in danger of immediate harm, the normal child protection procedures should be followed, and the Designated Safeguarding Lead informed immediately.

Possible warning signs include:

- Becoming socially withdrawn
- Changes in mood, behaviour, or activity

- Physical signs of harm that are repeated or appear non-accidental
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness, or loss of hope
- Repeated physical pain or sickness with no evidence
- Changes in eating or sleeping habits
- An increase in lateness or absenteeism

Online safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. However, we also acknowledge the online world can offer great opportunities for everyone. Therefore, our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal inappropriate or harmful content, such as pornography, racism, disinformation (fake news), misinformation, conspiracy theories, misogyny, self-harm, suicide, antisemitism, radicalization, and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The Trust has appropriate filtering and monitoring in place to reasonably limit pupil’s exposure to online risks from the use of school’s online technology. Trustees are committed to ensuring that appropriate filters and monitoring systems are in place, without “over blocking” to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.

Filtering on school networks is managed through a comprehensive risk assessment process to ensure that online safety is maintained while supporting effective teaching and learning. When assessing the level of filtering required, the school takes into account factors such as the age and vulnerability of pupils, the curriculum requirements, the potential impact of access to certain online content, and the need to support safeguarding responsibilities. This process also considers the likelihood of exposure to harmful or inappropriate material and the school’s ability to respond promptly to online incidents. Filtering settings are regularly reviewed to ensure they remain appropriate and effective.

The Trust will ensure that a review of the filtering and monitoring system is undertaken at least annually by a member of the senior leadership, Designated Safeguarding Lead, and IT Technician to test the effectiveness of the system, plus address any shortfalls. However, Trust recognises that we cannot rely 100% on filtering and monitoring alone to safeguard pupils, therefore, effective classroom management and regular education about safe and responsible use are also essential.

Making or sharing nudes and/or semi nudes

We understand that all incidents involving the creation or sharing of nude or semi-nude images, whether consensual or non-consensual, require an appropriate safeguarding response.

For the purposes of this policy, “nudes” and “semi-nudes” refers to images, videos or livestreamed content that show a child under the age of 18 in a nude or partially nude state. This includes content created by a child, shared by others, digitally manipulated, or generated using AI. Such material may be shared across a range of platforms, including social media, messaging services, gaming environments, online forums and livestreaming tools.

The creation, possession or distribution of nude or semi-nude images of individuals under 18 is unlawful, even where this occurs with consent, and may present complex safeguarding concerns. However, it is recognised that legislation is intended to protect children rather than unnecessarily criminalise them. Responses will therefore be proportionate, child-centred, and focused on safeguarding, education and support for those involved.

When made aware of concerns involving consensual or non-consensual sharing of nudes or semi-nudes, staff must:

- report the concern to the DSL immediately.
- never view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it.
- report immediately to the DSL if imagery has been viewed inadvertently
- not delete the imagery or ask the child to delete it.

- not investigate images themselves or ask children involved to disclose information about the imagery, as this is the responsibility of the DSL.
- avoid saying or doing anything which may blame or shame any child involved.
- reassure the child that they will be supported and kept safe.
- explain that the concern must be shared with the DSL and that confidentiality cannot be promised.
- not share information about the incident with other staff, children, parents/carers or other families.

Parent/carers of children involved in making or sharing nudes or semi-nudes will be informed at an early stage, unless there is good reason to believe that involving them would put a child at risk of harm.

Artificial Intelligence (AI)

Generative AI refers to technology that creates new content using data it has been trained on. Tools such as ChatGPT, Microsoft Copilot, and Google Gemini are examples, using large language models (LLMs) to produce human-like text.

At HCAT, we recognise the potential benefits of AI in supporting learning and safeguarding. However, we are also aware of the risks, including misuse for bullying, grooming, deepfakes, and exposure to harmful content. Any such misuse will be addressed in line with this policy and related policies on behaviour, online safety, and anti-bullying.

The safety and wellbeing of pupils is our priority. Any use of generative AI by staff or pupils will be carefully evaluated to ensure it is appropriate, safe, and beneficial to the school environment.

Children who are lesbian, gay, or bisexual

Being LGBT, or being perceived as LGBT, is not in itself a risk factor for harm. However, LGBT children and young people can be vulnerable to peer victimisation. This risk may be heightened if they do not have a trusted adult to confide in.

Our staff are committed to fostering an inclusive environment and actively work to remove barriers that may prevent children from speaking openly. We aim to create a safe and supportive space where all pupils feel heard, and respected. Our schools will take steps to prevent and respond to any discriminatory bullying, prejudicial and harmful behaviour.

Appropriate education will be provided through our Relationship, Sex Health Education (RSHE) curriculum to support respectful relationships, inclusion and the prevention of prejudice-based behaviour.

Children who are gender questioning

We recognise that some children may question how they feel about being a boy or a girl, including their physical sex and how they see themselves within society. We understand that children may express themselves in ways that are not typically associated with their sex, and this is not, in itself, a safeguarding concern. Staff will not make assumptions based on a child's appearance, behaviour, interests or presentation.

We are committed to providing a respectful and inclusive environment where bullying, harassment, discrimination and harmful behaviour are not tolerated. Staff will be alert to the potential vulnerabilities of children who are questioning their gender, which may include bullying, family difficulties, online harm, mental health concerns or other safeguarding risks.

Staff will take time to listen carefully to the child, seeking to understand their thoughts, feelings and experiences. We will remain professionally curious and consider the child's full circumstances, including their relationships with family, peers and the wider school/college environment.

Any response will be in line with this Child Protection Policy and Keeping Children Safe in Education (KCSiE). The child's welfare and best interests will always be central to decision-making. We will take a very careful, considered and recorded approach, recognising that each child's situation is unique.

The school/college will not make assumptions or initiate action in relation to social transition. Where a child is questioning their gender, staff will respond sensitively, listen to the child's views and consider any support needs or safeguarding concerns.

Where a child shares that they are questioning their gender but does not request any changes to how they are treated, staff will usually respect their confidentiality. However, if there are concerns about the child's safety or wellbeing, staff will follow safeguarding procedures and speak to the Designated Safeguarding Lead (DSL).

In most cases, parents/carers will be involved where a child is seeking support or changes linked to social transition. Their views will be considered carefully. In the rare situation where involving parents/carers may increase risk to the child, the DSL will decide on the most appropriate course of action before any contact is made.

When requests for support or changes are made, the school/college will follow a clear and recorded decision-making process, taking into account safeguarding responsibilities, equality and human rights obligations, and

relevant school/college policies. Decisions will be child-centred, but will also consider the safety, welfare and rights of others.

The DSL and senior leaders will be involved in all decisions relating to social transition. Advice may also be sought from parents/carers, the SENCO, pastoral staff, mental health leads or other professionals, depending on the child's needs.

We recognise that children who have socially transitioned at an early age, including those who may be "living in stealth", may be particularly vulnerable, especially as they approach puberty. In such cases, the DSL will be involved, and information will be handled sensitively and recorded appropriately.

Any arrangements relating to a child's request for social transition, including names, pronouns, uniform, toilets, changing facilities, sport, trips or residential visits, will be considered carefully through the school/college's agreed process. The child will be spoken to sensitively and the school will explain clearly and appropriately the limitations on social transition. Supporting any degree of social transition will not include access to toilets, changing, or residential facilities designated for the opposite sex. All decisions will be documented, and information will be shared on a need-to-know basis in line with data protection and safeguarding requirements. Arrangements will be kept under review, recognising that a child's needs and circumstances may change over time. This includes situations where a child wishes to change or reverse previous decisions, or where new safeguarding information comes to light.

If staff have any concerns about a child who is questioning their gender, including concerns about bullying, mental health, family response, online harm, self-harm or exploitation, they must report these to the DSL in line with this policy. Where appropriate, the DSL will consider whether a Request for Support or other safeguarding action is required.

Procedures for managing a disclosure

As adults, we understand that any form of child abuse is a difficult subject and can be even harder to talk about. However, we too appreciate, that due to several factors, it can be even more difficult for a child/young person to disclose abuse and/or may not recognise their experience as harmful. However, this should never prevent staff from having a *professional curiosity*, nor speaking to the DSL if they have concerns about a child.

Any reports or disclosures of harm, abuse or exploitation will take telling an adult courage; therefore, all reports will be taken seriously, and necessary time will be given to ensure the child is fully supported.

Following any disclosure, staff will provide reassurance that the child/young person has done the right thing, plus explain what will happen next.

When managing a disclosure of abuse, harm or exploitation, we expect staff to adhere to the following basic principles:

- Listen to what the child has to say with an open mind.
- Do not ask probing or leading questions designed to get the child to reveal more.
- Never stop a child who is freely recalling significant events.
- Make note of the discussion, taking care to record the timing, setting and people present, as well as what was said.
- Do not ask children to write a statement.
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- **THE DESIGNATED SAFEGUARDING LEAD MUST BE INFORMED IMMEDIATELY.**

Reporting concerns or allegations of abuse

A member of staff or volunteer must report any concerns or allegation of harm immediately to the Designated Safeguarding Lead. In the absence of the Designated Safeguarding Lead the matter should be reported to the person identified as their deputy. In the event of neither of these individuals being available the matter should be reported through the line management. In the unlikely event of management not being available the matter should be reported directly to the appropriate Local Authority Child Care Team or Police Protecting Vulnerable People Unit. In the case of it being out of hours the Immediate Help Team should be contacted (*See Contacts – Appendix A*).

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

Recording concerns or allegations of abuse

Records should be kept;

- When there are concerns about the welfare of child

- When there is suspicion of significant harm to a child

CPOMS (Child Protection Online Management System) is a software application for monitoring and management of safeguarding, child protection, behaviour, bullying, attendance, well-being, and home issues.

CPOMS is a recording system which enables staff to record issues or concerns. This is an effective way of identifying any emerging patterns, which may require additional interventions.

Every member of staff has a statutory responsibility to report any safeguarding concerns relating to pupils at our academy, which should be uploaded onto CPOMS. All recordings will be kept confidential and stored securely. These records will be kept separately from the child's main records and retained in line with the data protection legislation.

Records should always:

- Be clear and provide a comprehensive summary of the concern
- They must be accurate, factual and written in a clear and professional manner, using the child's own words where relevant.
- Details of the date, time, location, people present, the concern or allegation, any visible injuries, and the child's presentation should be recorded.
- Detail how the concern was followed up and resolved
- Note any action taken, decisions reached and the outcome.

PLEASE NOTE: If any staff are in doubt about recording requirements, they should seek support from the Designated Safeguarding Lead. A written record, however, must not delay urgent safeguarding action.

Procedures for managing allegations of sexual harassment

Staff must always be vigilant and challenge any form of derogatory and sexualised language/behaviour, as failing to do so can normalise inappropriate behaviour and create an environment that may lead to sexual violence.

Groups of pupils at particular risk include girls, pupils who identify as lesbian, gay, bisexual, transgender+ (LGBTIQ+), or are perceived by peers to be LGBTIQ+, and pupils with Special Educational Needs & Disability (SEND). Therefore, our school ensures pupils are provided with a safe space to speak out and share concerns with members of staff.

It is important to remember that these behaviours should never be tolerated, passed off as 'banter' or part of growing up.

- When a report of sexual harassment is made, a factual record should be made. It is important to take into account the wishes and feeling of the alleged victim.
- The Designated Safeguarding Lead should be made aware, and along with Senior Leaders, a decision made on most appropriate course of action, as per the academy's Anti-Bullying or Behaviour policy.
- Parents of all the children concerned will be contacted and informed of the nature of the incident.
- Pastoral support will be offered to all affected parties.
- Where cases are proven, appropriate sanctions, as outlined in the behaviour policy, will be applied.
- Decisions, reasons for decision, actions and outcomes should be accurately recorded and retained on CPOMS.

Procedures for managing allegations of sexual violence

Reports of sexual violence are likely to be complex and require difficult professional judgements to be made. However, if a pupil has been harmed, is in immediate danger, or is at risk of significant harm, basic safeguarding principle, as outlined in this policy, should be applied.

- When an allegation is made, the Designated Safeguarding Lead should be informed immediately.
- A factual record must be made, but no attempts should be taken to investigate the circumstances, at this stage.
- If required, the Designated Safeguarding Lead will contact Children's Social Care or in cases where an alleged criminal offence has been committed the Police. Advice will be sought on how to proceed, which includes notifying both the alleged victim and perpetrator's parents/carers.
- The Designated Safeguarding Lead will make an accurate record of the concern, the discussions, recommendations, and any outcomes. A copy of the record will be retained on CPOMS.
- Pastoral support will be offered to all affected parties.
- Where Children's Social Care nor the police accept the complaint, a thorough internal investigation should still take place into the matter.

- It may be appropriate to exclude the pupil being complained about for a period, according to our behaviour policy.
- In situations where the school/academy/college considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. This plan should be monitored, and a date set for a follow up evaluation.

Children's experiences of significant harm beyond their families are inclusive of different relationships that young people form in their neighbourhoods, schools and/or online, which can feature all forms of abuse and/or violence. Often parents and carers have little influence over these contexts, and young peoples' experiences of extra-familial abuse can undermine the parent-child relationship. Therefore, all staff, but especially the designated safeguarding lead (or deputy) should always consider, as part of their standard safeguarding practice, any wider environmental factors, which could be a threat to a child's safety and/or welfare such as sexual exploitation, criminal exploitation, and serious youth violence.

Multi Agency working

All our schools recognise the pivotal role education settings play in multi-agency safeguarding arrangements. We are committed to working in line with Local Safeguarding Children Multi-Agency Partnership procedures.

School leaders and DSL(s) will work to establish effective and co-operative relationships with safeguarding partners and other local agencies. This may include Children's Social Care, Family Help practitioners, health professionals, mental health services, specialist teachers, educational psychologists, other education settings and the police.

Our schools will work with partner agencies to provide a coordinated safeguarding response which promotes children's welfare and protects them from harm. This includes contributing to relevant multi-agency plans and meetings, such as child in need meetings, child protection conferences, core groups, strategy discussions, care planning meetings and allegation management meetings.

Where a child is supported through community-based Early Help, Family Help, child in need, child protection or care planning processes, the school will work with partner agencies to promote joined-up planning, avoid unnecessary duplication and ensure the child's educational needs, safety, voice and lived experience are considered.

The school will allow access for Children's Social Care and, where relevant, a placing local authority, so that they can conduct, or consider whether to conduct, assessments under section 17 or section 47 of the Children Act 1989.

When making a Request for Support or contributing to statutory assessments, the [school](#) will provide relevant information about the child's presentation, attendance, progress, relationships, family circumstances, wider context and any known risks outside the home, including online, peer group or community-based concerns.

Transferring child protection records

When a child or young person leaves our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college ideally **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term, as this will allow the new school or college to have support in place for when the child arrives.

In addition to transferring the child protection file, the DSL will consider whether it is appropriate to share relevant information with the DSL at the new setting in advance of the child leaving. This may include information to support the new setting to undertake an assessment of risk to others, as well as to make arrangements to safeguard the child, promote their welfare or continue appropriate support. Where there are safeguarding concerns, known risks or significant support needs, the DSL will instigate a direct conversation with the new setting to support effective information sharing and transition planning.

When [a school](#) receives a child protection file from another setting, the DSL will review the records and ensure relevant staff are made aware of information they need to know in order to safeguard and support the child. This may include the SENCO, or named person with oversight for SEN], pastoral staff, relevant teaching staff or other appropriate members of staff.

Where information shared during transition indicates that a child may present a risk to others and/or may be at risk themselves, the school will consider what safeguarding action is required before, or as soon as possible

after, the child starts. This may include completing or reviewing a safeguarding risk assessment and putting in place an appropriate safety and support plan.

Where a child joins a school and no child protection file is received, the DSL will proactively contact the previous setting to confirm whether a child protection file exists and, if so, ensure it is transferred securely without delay.

Confidentiality and information sharing

Sharing information is a key part of safeguarding work and decisions about how much information to share, with whom and when, can have a profound impact on a child's life.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information, where the failure to do so would result in a child or young person being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. A member of staff will never guarantee confidentiality to anyone (including parents/carers or pupils) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated safeguarding lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

We expect staff to treat information they receive about pupils and families in a discreet and confidential manner. Any breach of confidentiality will be taken seriously and may result in disciplinary action.

The Role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

Designated Safeguarding Leads (DSL) are members of their school's senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding issues in school. This also includes Online Safety and understanding the filtering and monitoring processes on school devices and networks to keep children and young people safe. It must be recognised that although activities of the DSL may be delegated to any suitable trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

Where there are concerns about the welfare of any child or young person all staff / volunteers have a duty to share those concerns with the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead.

The Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead is responsible for:

- The day-to-day oversight of safeguarding and child protection,
- Carry out their role in line with Annex B of KCSIE. This includes, but is not limited to:
 - managing referrals to Children's Social Care, the police, the Channel programme, the Disclosure and Barring Service and other agencies as required.
 - working with others, including, senior leaders, relevant staff, social workers, early help services, Family Help workers, local authority services and other safeguarding partners.
 - acting as a source of support, advice and expertise for all staff.
 - maintaining a confidential recording system for safeguarding and child protection concerns.
 - coordinating safeguarding action for individual children, including children who need a social worker, children receiving early help, children who are looked after or previously looked after, and children subject to child protection or child in need plans.
 - ensuring their school contributes to multi-agency safeguarding arrangements and is appropriately represented at relevant safeguarding meetings.
 - ensuring locally established procedures are followed as necessary.
 - promoting educational outcomes by sharing relevant welfare, safeguarding and child protection information with teachers and school/college leadership staff, where appropriate.
 - taking lead responsibility for online safety, including understanding filtering and monitoring systems and processes.
 - ensuring staff access appropriate safeguarding and child protection training, including online safety, and receive regular safeguarding updates.

- keeping their Headteachers informed of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- being aware of the requirement for children to have an Appropriate Adult where there is a need for police detention, treatment or questioning.
- ensuring child protection files are kept up to date, stored securely and transferred appropriately when a child moves setting.
- During term time, the DSL will be available during school hours for staff to discuss safeguarding concerns.
- Where the DSL is not available, the Deputy DSL will assume responsibility, plus monitor the confidential shared safeguarding mailbox.
- The Trust will ensure appropriate cover arrangements are in place during any closures, out-of-hours activities and out-of-term activities.
- The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSLs knowledge and skills will be refreshed at regular intervals, and at least annually, to keep up with developments relevant to safeguarding and child protection.

The Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead after receiving a referral, will act on behalf of the school in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Protecting Vulnerable People Unit.

If the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

The Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead may share limited information on a need-to-know basis amongst the staff / management but respecting the need for confidentiality.

It is not the role of the Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead to undertake an investigation into the concerns or allegation of harm. It is the role of the Designated Safeguarding Lead to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Children's Social Care is already involved, whose duty it is to make enquiries in accordance with Section 47 of the Children Act 1989.

Seeking Consent for a Referral

Professionals should seek in general to discuss any concerns with the family (including the child where appropriate) and where possible seek their agreement to making referrals to the Local Authority Children's Social Care Team. This should only be done where such discussion and agreement seeking will not place the child at an increased risk of significant harm.

It should be noted that parents, carers, or child may not agree to information being shared, but this should not prevent referrals where child protection concerns persist. The reasons for dispensing with consent from the parents, carer or child should be clearly recorded.

In cases where an allegation has been made against a family member living in the same household as the child and it is your view that discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

If you are unsure about whether to seek parental consent prior to a referral being made, then seek advice from the duty social worker at the relevant Locality POD.

Seeking Medical Attention

If a child has a physical injury and there are concerns about abuse; medical attention should be sought immediately by telephoning for an ambulance, attending the Emergency Department or Minor Injury Unit (depending on the severity of the injury). The procedures for referring a child to Children's Social Care should then be followed.

Any safeguarding concerns should be shared with the Ambulance staff/Medical and Nursing staff in order that they can appropriately assess and treat the child and share relevant information.

Contacting emergency services for urgent medical treatment must not be delayed for any reason.

Appropriate Adult in Safeguarding:

The Police and Criminal Evidence (PACE) Act details the role a person undertakes when acting as the “appropriate adult” (usually a parent, guardian, or social worker) while a pupil is being questioned or detained by the police.

The role of the appropriate adult is to give advice and assistance to the child or young person, and to ensure that their welfare is maintained. It also includes an expectation that the appropriate adult will “observe whether the police are acting properly and fairly to respect [the young person’s] rights and entitlements and inform an officer of the rank of inspector or above if they consider that they are not”.

Please click the link below for further guidance on PACE:

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Making a Referral

Referrals of all children in need, including those where there are child protection concerns will be made to;

Hull - To Children’s Social Care (448879) or Police Protecting Vulnerable People Unit

East Riding – By telephoning the Call Centre/Children’s Social Care or Police Family Protection Team

North Yorkshire – By telephoning the Children and Families Service Consultation Line – (01609 535070)

Out of Hours – To the relevant Emergency Duty Team

All referrals made by telephone need to be followed up in writing within 48 hours.

The Designated Safeguarding Lead should make the referral as appropriate. The referrer should be prepared, where possible, to give the following information;

- The nature of your concerns / allegation.
- Whether the child will need immediate action to ensure their safety.
- Are the parents aware of the concerns? Has consent for the referral been sought? If not, the reasons for this?
- Factual information about the child and family, including other siblings.
- The nature of your involvement with the family.
- Other professionals involved with the family.
- The source of your referral, is it based on your own assessment of the needs of the child, a reported allegation or disclosure, or has the concern been reported to you by another person, if so, who?
- Child’s current whereabouts and when they were last seen
- If you consider the child suffering or at risk of suffering significant harm, who is the source of that harm and their current whereabouts?

In the event that the school does not agree with the response and decisions about the referral by the Children’s Social Care Services, the Designated Safeguarding Lead should discuss their concerns directly with the line manager of the social worker, in the first instance to seek resolution.

Pupils with a social worker

Some children and young people may need a social worker due to safeguarding or welfare needs. We recognise that a child’s experience of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children and young people.

Alternative and/or Offsite provision

When pupils attend alternative/off-site provision, the Trust’s Child Protection and Safeguarding Policy still applies. For any alternative provision, schools must obtain written confirmation that the provider has carried out appropriate safeguarding checks and will notify the school of any staff changes.

The home school retains responsibility for attendance and safeguarding. Vulnerable pupils or those presenting risks must be carefully assessed, with providers confirming that suitable safeguards are in place.

Schools must maintain up-to-date records of where pupils are during school hours, including addresses of all sites attended. Placements must be reviewed at least half-termly to ensure safety, attendance, and that pupils’ needs are met. If safeguarding concerns arise, placements must be reviewed and, if necessary, ended until resolved.

Allegations against staff members / volunteers

Any member of staff, pupil, parent/carer or volunteer who has concerns about the behaviour or conduct of another individual working within the school will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further. The Headteacher will report the matter to the Trust's Safeguarding Lead, who will either consult or refer the matter to the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Designated Safeguarding Lead or a member of the school leadership team will contact the Trust's Strategic Safeguarding Lead who will consult or refer the matter to the LADO.

In cases where there is an immediate risk to any child or young person, the information must be passed to Local Authority Children's Social Care or the Police, as soon as possible.

An allegation is defined as where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Responding to a complaint or an allegation

The person to whom an allegation or concern is reported should not question the child or investigate the matter further and should:

- Treat the matter seriously,
- Avoid asking leading questions and keep an open mind,
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style,
- Make a written record of the information using the words a child has said (verbatim)
 - Include full name of the complainant and who the allegation is against
 - When the alleged incident took place (time and date)
 - Who was present (witnesses)?
 - What was said to have happened,
- Sign and print full name and include the time and date on the written record by all adults present during any investigation with the complainant
- Report the matter immediately to the Local Authority Designated Officer directly.

N.B. Children/young people must not be asked to produce or sign any statement. This could undermine any potential investigation.

Allegations against Supply Staff

Where an allegation is made against a supply teacher, the headteacher or DSL will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required.'

Allegations relating to individuals or organisations who hire school premises

If the school receives an allegation relating to an incident that happened when an independent individual or organisation was using the premises for the purpose of running activities/clubs for children, the school must follow the Trust's policy and procedures and report the matter to the LADO.

Education Act 2011 - Reporting restrictions

Under the Education Act 2011, it is a criminal offence to publish material that may lead to the identification of the teacher who is subject to an allegation before they are charged. This legislation applies to all stakeholders and parents/carers and includes any form of disclosure which is addressed to the public at large or any section of the public i.e., social networking sites, speaking to the press, playground or staff room gossip etc..

Low-Level Concerns about any adult working within the school

The safety and wellbeing of children and young people in our schools is dependent on the vigilance of all our staff and their prompt communication to the Headteacher of any concerns, no matter how small, about the conduct by an adult which causes a person to doubt their suitability to work or have access to children, or young people.

Our schools are conscious of their duty of care for pupils and will always act, including if alerted to the possibility of abuse arising from situations, or person's conduct outside the school setting.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children, as it helps to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries.

Our Trust endeavours to create a culture whereby staff members feel they can self-refer, if they have found themselves in a situation which could be misinterpreted, appear compromising to others, and/or on reflection believed they have behaved in a way that they feel falls below expected professional standards.

Staff raising concerns or reporting concerns in good faith will always be supported, and the adults in respect of whom concerns, or allegations have been raised will not suffer any detriment, unless the concern or allegation is found to be substantiated.

Responding to low-level concerns

Any low-level concern should be reported to the Headteacher as soon as reasonably possible. The Headteacher will, in the first instance, satisfy themselves that it is a low-level concern and does not need to be reclassified as an allegation and be referred to the Local Authority Designated Officer (LADO). Where the Headteacher is in any doubt, advice should be sought from the Trust's Safeguarding Lead.

The circumstances in which a low-level concern might be reclassified as an allegation are where:

- the threshold is met for an allegation
- there is a pattern of low-level concerns which collectively amount to an allegation or,
- there is other information which when considered leads to an allegation.

Having established that the concern is low-level, the Headteacher will directly speak to the person who raised the concern, unless that has been raised anonymously, speak to any witnesses and the individual concerned. Once all enquires are completed the rationale needs to be recorded, along with details of actions taken.

The school should then retain a copy of the report, plus a copy sent copy to the Trust's HR team.

Any low-level reports will not be included as part of any reference, unless they relate to issues which would normally be included eg misconduct, poor performance etc.

Staff and Volunteer Self Protection

Adherence to guidelines on self-protection for staff and volunteers working with children and young people can avoid vulnerable situations where false allegations can be made. The following guidelines are not exhaustive, and the school's Professional Code of Conduct and Behaviour Policy should be adhered to:

- Avoid situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child or adult, accidental or not, ensure that it is recorded and witnessed by another adult following the school's accident policy. Any recorded accidents will be entered onto the Accident Reporting spreadsheet on a weekly basis.
- Keep written records of any allegations a child makes against any staff member, or volunteer, and report in line with the Child Protection and Safeguarding Policy.
- If a child or young person touches a staff member or volunteer inappropriately record what happened immediately and inform the Designated Safeguarding Lead.

Code of Conduct

Staff / Volunteers / children **should always;**

- Take all allegations, suspicions, or concerns about abuse that a young person makes seriously (including those made against staff) and report them through the procedures.
- Provide an opportunity and environment for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate others.
- Risk assess situations and activities to ensure all potential dangers have been identified.

- Treat everyone with dignity and respect.

Staff / volunteers / children **should not**;

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact both inside and outside of school.
- Use inappropriate or insulting language.
- Show favouritism to anyone.
- Undermine or criticise others.
- Give personal money.
- Use social networks for personal communication with children and young people for whom they are responsible.

Mobile phones, cameras or other smart devices

Safeguarding risks can be posed by mobile phones, smart devices and wearable technology. This includes devices that can send or receive messages or notifications, connect to mobile networks or the internet, record images, audio or video, or share location information. Such devices may include, but are not limited to, smartphones, smart watches, smart glasses, fitness trackers and other wearable technology with smart functionality or mobile connectivity.

Our schools operate in line with the expectation that schools are mobile phone-free environments by default. Pupils/students will not have access to mobile phones during the school day, including lessons, transition times, breaktimes and lunchtimes, unless an agreed exception applies. Any exceptions will be determined by the school's leadership team, taking into account safeguarding, behaviour, accessibility, reasonable adjustments and individual need.

We acknowledge that while restricting access to mobile phones and operating a mobile phone-free environment can help to manage safeguarding risks, this forms part of a wider safeguarding and behaviour approach. Clear, proportionate and consistently applied expectations, alongside education that promotes safe and respectful online behaviour, digital resilience, positive relationships and robust safeguarding and anti-bullying arrangements, are essential to support children to use technology safely and appropriately.

Staff must not use personal mobile phones or other smart devices while working in the school environment, particularly in areas where children are present. This is to maintain professional boundaries, uphold safeguarding standards and ensure that personal devices are never used to capture, store or share images, videos or information relating to children. Personal devices should only be used during designated break times and in agreed areas away from pupils/students, in line with the school's safeguarding, acceptable use and mobile phone policies.

Where photographs, videos or other recordings are required to capture curriculum activities, achievements or celebrations of school life, staff must only use school-approved equipment and follow the procedures relating to consent, information sharing and the safe handling of images.

Safeguarding concerns involving mobile phones, smart devices and wearable technology may occur outside of the school environment but may still affect a child's safety, wellbeing, relationships, attendance or learning. We will take such concerns seriously, ensure they are reported to the Designated Safeguarding Lead (DSL), and respond in line with this safeguarding policy.

We recognise that expectations around mobile phones and smart technology must not discourage pupils/students from disclosing safeguarding concerns. Where a pupil/student needs to report messages, images, videos, online content or other communication as part of raising a concern, staff will respond appropriately, avoid unnecessary viewing, sharing or handling of harmful or illegal content, and refer the matter to the DSL for consideration and appropriate action.

Complaints

All members of our school communities are encouraged to speak up if they have any concerns about a child's welfare, safeguarding practice, or any aspect of safeguarding arrangements.

A formal complaints procedure is in place for parents/carers, pupils/students, staff and visitors who wish to raise a concern or make a complaint. Details of how to access this procedure are made available on each school website.

Our leadership teams committed to taking all safeguarding concerns, complaints and whistleblowing disclosures seriously. Each concern will be carefully considered and responded to in line with relevant policies and procedures.

While concerns should, where possible, be raised directly with the school, it is recognised that this may not always feel appropriate. If staff do not feel comfortable using internal reporting systems this should not prevent a report

being made. If this issue does occur, then staff are advised to contact the NSPCC Whistle Blowing helpline tel: 0800 028 0285 or email: help@nspcc.org.uk

Any concern or complaint that involves an allegation against, or concern about, a member of staff, supply staff, volunteer or contractor will be managed in line with the relevant section of this policy.

Recruitment and Selection

It is important when recruiting paid staff and volunteers to adhere to The Trust's recruitment policy. This will ensure potential staff and volunteers are screened for their suitability to work with children and young people. Every job description, person specification and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. As part of our recruitment process, we may carry out an online search of shortlisted candidates to help identify any issues that are publicly available online.

All HCAT schools adhere to the national guidance Keeping Children Safe in Education. We ensure that:

- All paid staff and volunteers with unsupervised access to children and young people or sensitive information relating to children will be required to undertake an enhanced Disclosure and Barring Service (DBS) check and Children's Barred List check.
- Staff and volunteers working directly with children or with access to sensitive information will be required to complete LSCP Child Protection Training. Their training will be reviewed in supervision.
- All staff and volunteers will be required to read the Child Protection and Safeguarding Policy and sign to say they understand the policy. As the Child Protection and Safeguarding Policy is updated, the DSL brief staff on the changes.
- All staff and volunteers to complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced check, permission to contact two referees, including their current or most recent employer (which should be taken up).
- The potential staff member or volunteer will be interviewed for their suitability for the post by the Head teacher.
- Non-teaching staff and volunteers will be subject to a probationary period 6 months during which they will be supervised, and monthly meetings will take place with their manager / supervisor to identify any concerns, training, and support needs
- Staff and volunteers will have a period of induction where they will complete any induction training and access internal policies.

Childcare Disqualification Requirements 2009

The Trust adheres to the DfE guidance 'Keeping Children Safe' document, detailing the legal requirements for 'Childcare Disqualification' checks to be carried out on relevant staff and volunteers working with children. Staff are covered by this legislation if they are employed or engaged to provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday i.e. up to and including reception year) or later years childcare (this covers children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if they are directly concerned with the management of such childcare.

Disclosure and Barring Service

A person who is barred from working with children they will be breaking the law if they work or volunteer or try to work or volunteer with those groups. If any school within the Trust knowingly employs someone who is barred to work with children, they will also be breaking the law. If there is an incident where a member of staff or volunteer must be dismissed because they have harmed a child, or would have been if they had not left, the school will notify the DBS.

Site Security

All members of staff have a responsibility for maintaining awareness of buildings and site security and for reporting concerns that may come to light.

Each school has arrangements in place to help keep children, staff and visitors safe on site.

Appropriate checks and supervision will be undertaken in respect of visitors, volunteers and contractors coming into school as outlined within national guidance and local procedures.

For visitors attending in a professional capacity from partner agencies, such as social workers, Family Help practitioners, health professionals, police officers or other professionals, we will check their identity and purpose for visiting. We will not routinely require these professionals to provide evidence of an individual DBS

certificate before accessing children, as appropriate safeguarding checks are expected to have been undertaken by their employer. Where there are any concerns about identity, purpose, professional status or suitability, these will be clarified with the professional's employer or relevant agency before access is agreed, unless doing so would delay an urgent safeguarding response.

Induction

When new staff join our Trust, they will be informed of the safeguarding arrangements in place. They will be given a copy of the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education -Part 1, and are also introduced to the Designated Safeguarding Lead.

Every new member of staff will have an induction pack that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. All volunteers and temporary staff to our school will be provided with the same level of information in relation to safeguarding.

Training

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead undertakes specific inter-agency training on appointment which enables them to work in partnership with other agencies and gives them the knowledge and skills needed to fulfil their role. To maintain their knowledge and skills the DSL and DDSL undertakes refresher training at two yearly intervals.

All staff receive child protection training, including online safety, to help them recognise and respond to child welfare concerns, including signs of abuse, neglect, or exploitation. The school maintains a comprehensive record of safeguarding training for all staff, including both teaching and non-teaching personnel. Refresher training is mandatory every three years for all staff, and every two years for Early Years Foundation Stage (EYFS) staff. In addition, all staff receive annual safeguarding updates to ensure their knowledge and skills remain up to date.

Trustees and Local Tier Board members also complete appropriate safeguarding training. This equips them with the knowledge needed to provide strategic oversight, challenge leadership effectively, and ensure that safeguarding policies and procedures are robust and consistently applied across the Trust.

Role of the Trustees

Under Section 175 of the Education Act 2002, HCAT Trustees have a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Department for Education. They will ensure every school in the Trust:

- Has a Child Protection and Safeguarding Policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- Keeps and maintains a Single Central Record of all staff checks (including students on placement, and supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DfE and Hull Safeguarding, East Riding or North Yorkshire Safeguarding Children Partnership
- Has a designated member of staff, from the Trust's Central Team, who is responsible for liaising with the LA and partner agencies, in the event of an allegation of abuse being made against any HCAT Head

Policy compliance, monitoring and review

The Trust will review this policy at least annually and update it as needed, so that it remains current and reflects safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be updated following relevant national or local guidance changes, significant safeguarding events or learning.

Appendix A

Contacts

Hull City Council

Children's Social Care (Local Authority)

Early Help and Safeguarding Hub (EHaSH)	(01482) 448879
Emergency Duty Team	(01482) 788080
Child Protection Administrator	(01482) 790933
Local Authority Designated Officer	(01482) 790933
Police Public Protection Unit	(01482) 307220
Hull Safeguarding Children Partnership	(01482) 379090

East Riding of Yorkshire

Children's Social Care (Local Authority)

Call Centre	(01482) 395500
Children's Services	(01482) 396840
Emergency Duty Team	(01482) 880826
Child Protection Administrator	(01482) 396472
East Riding Safeguarding Children Partnership	(01482)396998/9
Local Authority Designated Officer	(01482) 396999
Police Family Protection Team	0845 6060222 ext 240

North Yorkshire County Council

Children's Social Care (Local Authority)

Early Help Ryedale Hub	(01609) 534852
North Yorkshire Children and Families Service	(01609) 535070
Consultation Line	
Safeguarding – Single Point of Contact	(01609) 780780
Safeguarding Team North (Children's Social Care)	(01609) 797280
Liz White (Senior Early Help Consultant)	(01609) 797464
Jill Maxwell (Admin support)	(01609) 797678
Local Authority Designated Officer	(01609) 533080
North Yorkshire Safeguarding Children Partnership	(01609) 535123

Table of changes

Date	Change/s or inclusion/s
September 2022	The following sections were added: • Reference of Human Rights • Identifying children who are at greater risk harm. • Change from Peer-on- Peer to Child-on-Child. • Reference to providing a 'safe space' to speak out. • Transfer of Child Protection Records • Appropriate Adult • Online searches for shortlisted candidates.
September 2023	The following sections were added: • Confidentiality & Information Sharing • DSL role to include Online Safety and understanding filtering & monitoring processes. • Pupils with a social worker. • Allegations relating to individuals or organisations that hire the school premises. • Online Safety.
September 2024	The following sections were added: • Reference to the revision of Working together to safeguard children, 2023 • Definition of safeguarding • Working with local safeguarding children partners • Alternative and/or Offsite provision • Additional indicators of exploitation
September 2025	The following sections have been either reworded or added: • Radicalisation and Extremist behaviour • Children who are lesbian, gay, bi sexual or gender questioning • Alternative Learning Provision • Online Safety, including Artificial Intelligence • Mobile use
September 2026	The following section have been either reworded or added to reflect the changes to Keeping Children Safe in Education, 2026 • Early Intervention • Domestic Abuse • Radicalisation & Extremist behaviour • Exploitation, including CCE, CSE, County Lines, Serious Violence & Modern Day Slavery • SEND • Making or sharing nudes or semi-nudes • Children who are gender questioning • Multi-agency working • Transferring child protection records • Role of the DSL • Mobile phones, cameras or other smart devices • Site Security • Complaints