



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Safeguarding and Child Protection Policy

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1. Aims, Purpose and Principles

1.1 Aims of this Policy

- To ensure that children are effectively safeguarded from the potential risk of harm at St. Mary's Academy Trust and that the safety and wellbeing of the children is of the highest priority in all aspects of the Trust's and Academies' work.
- To help St. Mary's Academy Trust maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To ensure that all stakeholders, including staff, governors and those who come into contact with children and their families, understand that safeguarding and promoting the welfare of children is everyone's responsibility and that they all have a role to play in identifying concerns, sharing information and taking prompt action.

1.2 Purpose of this Policy

To ensure that all employees, volunteers, Governors and Trustees of St. Mary's Academy Trust:

- are aware of their responsibilities in relation to safeguarding and child protection;
- know the procedures that should be followed if they have a cause for concern;
- know where to go to find additional information regarding safeguarding;
- are aware of the key indicators relating to child abuse;
- fully support the Trust and Academies' commitment to safeguarding and child protection.

The Safeguarding and Child Protection Policy should also be read in conjunction with 'Working Together to Safeguard Children July 2018' and 'Keeping Children Safe in Education September 2021'. All St. Mary's Academy Trust staff and Governors **must** read and sign to say they have read part 1 of 'Keeping Children Safe in Education.' All Headteachers, Designated Safeguarding Leads, Deputy Safeguarding Leads, Designated Safeguarding Governors and all members of the Board of Trustees **must** read and sign to say they have read all of 'Keeping Children Safe in Education.'

1.3 Principles

Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State at all times.

St. Mary's Academy Trust recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers, members of the Local Governing Body and the Board of Trustees) in St. Mary's Academy Trust, in whatever capacity, will at all times

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act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm. All of our schools will work proactively alongside and fully engage with Barnsley Safeguarding Children Partnership and the three safeguarding partners, BMBC, Barnsley Clinical Commissioning Group and South Yorkshire Police.

All staff are expected to adopt the attitude of 'it could happen here' where safeguarding is concerned and staff should at all times act in the best interests of the child.

The Trust and its Academies seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Trust hopes that parents and children will feel free to talk about any concerns and will see their school as a safe place if they face any difficulties at home, at school or in any other aspect of their lives.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In all of our Academies, if there are suspicions that a child's physical, sexual or emotional or mental well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Partnership (www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/).

As a consequence, we:

- assert that teachers and other members of staff (including volunteers) in schools are an integral part of the child safeguarding process;
- accept totally that safeguarding children is required and is an appropriate function for all members of staff in school, and wholly compatible with their primary pedagogic responsibilities;
- recognise that safeguarding children in school is a responsibility for all staff, including volunteers, the Local Governing Body and the Board of Trustees;
- will ensure through training and supervision that all staff and volunteers in school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff in each school with knowledge and skills in recognising and acting on child protection concerns and appropriate Designated Lead training. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies (Designated Safeguarding Lead);
- will designate at least two senior member of staff in each school with knowledge and skills in recognising and acting on child protection concerns and appropriate Designated Lead training as the Deputy Safeguarding Lead(s);
- ensure through the Designated Safeguarding Lead (DSL) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Partnership,
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead(s) (or Designated Deputy in their absence), who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Partnership,
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies;

- will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Partnership and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
- will be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated lead and be prepared to support other agencies or professionals in an early help assessment;
- will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2. Definition of Safeguarding Issues

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

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

2.2 **All** members of staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. These include:

- physical abuse
- mental abuse
- emotional abuse
- sexual abuse
- neglect

2.3 **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Issues on which staff should have training and awareness of include:

- Child Sexual Exploitation
- Child Criminal Exploitation
- Peer on peer abuse
- Serious violence, including serious violent crime
- Female Genital Mutilation
- Prevent and radicalisation
- Mental Health
- Domestic Abuse

- 2.5 Further definitions and signs of the above forms of abuse can be found in Appendices 2 to 8.

3. Designated Safeguarding Lead in School

- 3.1 The Designated Safeguarding Lead for safeguarding and child protection in all St. Mary's Academy Trust Academies is the Headteacher unless another senior member of staff has been approved by the CEO for this role.
- 3.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead(s). In all St. Mary's Academy Trust Academies there should be at least two Deputy Designated Safeguarding Leads. These should be either the Assistant Headteacher(s) or the SENDCo as appointed by the Headteacher unless another Senior member of staff has been approved by the CEO for this role. The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead.
- 3.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and Governors when they may have child protection concerns to discuss.
- 3.4 The Designated Safeguarding Lead must ensure that all members of staff and Governors are aware of who the Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Designated Safeguarding Governor are, including through the display of signage around school and through information included in the contact details of the school's website.
- 3.5 The Trust recognises that:
- all members of staff (including volunteers) must be made aware of who the Designated Lead is and what their role is;
 - the Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases;
 - the Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies, including working with the local authority and other agencies, inline with 'Working Together to Safeguard Children';
 - they should possess skills in recognising and dealing with child welfare concerns;
 - appropriate training and support should be given, including designated lead safeguarding training for the lead and deputy every two years and additional regular safeguarding updates, as required, but at least annually;
 - the Designated Safeguarding Lead is the first person to whom members of staff report concerns;
 - During term time, the designated safeguarding lead and/or a deputy safeguarding lead should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

- in the absence of the Designated Safeguarding Lead in school, members of staff should report concerns to the Deputy Designated Safeguarding Lead;
- in exceptional circumstances, when the designated safeguarding lead or deputy is not available, staff should contact the CEO or Deputy CEO of the Trust in the first instance (or a member of the education team if the CEO is unavailable) to ensure that there is no delay to appropriate action being taken;
- the Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Barnsley Safeguarding Children Partnership;
- the Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, unless the Designated Safeguarding Lead is also the headteacher. The headteacher is responsible for dealing with allegations made against members of staff, unless the allegations are against the Headteacher which would be dealt with by the CEO;
- the Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Partnership and discussed with families in advance of Conference.

3.6 To be effective they will:

- ensure they are aware of and follow the local safeguarding arrangements as outlined by Barnsley Safeguarding Children Partnership
- act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm;
- cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Partnership;
- where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they should follow Barnsley Safeguarding Children Partnership's escalation policy as outlined on the Partnership's website
https://www.proceduresonline.com/barnsley/scb/files/resolve_prof_diffs.pdf
- ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy;
- liaise with the Headteacher (if the Headteacher is not the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role;
- be able to keep detailed accurate secure written records of all concerns, discussions, referrals and decisions made, and ensure that these are held in a secure place with restricted access in accordance with the retention schedule;
- ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care as raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child;
- where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated

Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records. Both schools should retain a copy of the transfer form. The statutory guidance states the Designated Safeguarding Lead should ensure that records are transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained;

- where a child leaves and the new school is not known, ensure that the Local Authority is alerted so that the child's name can be included on the database for children missing in education. The Local Authority should also be informed if a parent is considering elective home education so the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service;
- arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

3.7 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- attend training in how to identify abuse and know when it is appropriate to refer a case. Training is required to be updated every two years;
- have a working knowledge of how Barnsley Safeguarding Children Partnership operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan;
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- attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and Governors;
- make themselves (and any deputies) known to all staff, volunteers and Governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection (this should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately).
- ensure that safeguarding is a regular standing agenda item at staff briefings and meetings

4. Designated Safeguarding Governor

4.1 Each Academy within St. Mary's Academy Trust must have a designated safeguarding governor appointed on its Local Governing Body. This Governor must be named and made known to all members of staff, including through signage displayed around school and on the school's website.

4.2 Each Academy must ensure that at least two other members of the Local Governing Body have a basic level of safeguarding training.

4.3 The Safeguarding Governor should undertake Designated Safeguarding Lead training at least every two years and ensure that they are aware of the local arrangements for safeguarding as outlined by Barnsley Safeguarding Children Partnership, including the local criteria for action and the local protocol for assessment.

4.4 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

4.5 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.

4.6 The Local Governing Body, through the Designated Safeguarding Governor, will review safeguarding practices termly, to ensure that:

- all policies, procedures and training in their Academy are effective and comply with the law at all times;
- the school is carrying out its duties to safeguard the welfare of children at the school;
- hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus. During this monitoring meeting the designated safeguarding lead should not discuss any specific cases of children or families and all information provided must be anonymised.
- its school follows the procedures set out in 'Keeping Children Safe in Education'; this policy; those agreed by Barnsley Safeguarding Children Partnership, and any supplementary guidance issued by the Local Authority;
- members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate in line with advice from Barnsley Safeguarding Children Partnership,
- child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff;
- ensure that appropriate filters and monitoring systems are in place for keeping children safe online;
- the Designated Safeguarding Governor will report termly to the Local Governing Body on the school's safeguarding procedures. This report must be anonymised and no personal details of children or families discussed, including providing no information which could be used to identify a child or family.
- Governing bodies have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- Governing bodies have a senior board level lead to take leadership responsibility for their school's safeguarding arrangements. Headteachers and should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

4.7 St. Mary's Academy Trust Board of Trustees will, through the CEO:

- review the safeguarding procedures through the Trust Annual Safeguarding review which is carried out by Leeder Safeguarding alongside the headteacher and safeguarding team in each school to ensure that the school is carrying out its duties to safeguard the welfare of children at the school including ensuring that each individual Academy follows the procedures agreed by Barnsley Safeguarding Children Partnership.
- ensure that all staff, volunteers etc. will be vetted to ensure that only persons suitable to work with children shall work in the school;
- where safeguarding concerns about a member of staff are raised, ensure that the Academy takes appropriate action in line with BSCB Allegations against Staff Procedures and the Trust's Disciplinary Procedures and DfE guidance Dealing with Allegations of Abuse against teachers and other staff, Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of

5. Recruitment

- 5.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 5.2 We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”. In particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:
- identity checks to establish that applicants are who they claim to be e.g. having sight of an applicant's birth certificate, passport and/or driving licence;
 - academic qualifications, to ensure that qualifications are genuine;
 - professional references prior to offering employment;
 - satisfy conditions as to health and physical capacity;
 - previous employment history will be examined and any gaps accounted for;
 - DBS and Barred list Checks and Disqualification Checks will also be completed;
 - the process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed;
 - prohibition list checks for teachers;
 - Section 128 checks will be completed where appropriate.

6. Volunteers

- 6.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with the Trust's Volunteers and Recruitment Policy.

7. Induction & Training

- 7.1 All new members of staff will receive induction training, which will give them an overview of the organisation, including information regarding the role of the designated safeguarding lead, deputy and safeguarding governor, and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse and child protection concerns within the appropriate levels of confidentiality.
- 7.2 All new staff at the school (including volunteers) will receive child protection information (including: Keeping Children Safe in Education, Part 1 and What To Do If You're Worried A Child Is Being Abused, Advice for Practitioners) and a copy of the Safeguarding and Child Protection policy on starting their work at the school.
- 7.3 All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the online safeguarding training which can be accessed via a Trust approved provider.
- 7.4 All Staff will attend refresher training every three years, and the Designated

Safeguarding Lead every two years.

- 7.5 In addition, Designated Safeguarding Leads will receive regular safeguarding updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- 7.6 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow. (See Induction Policy and School Induction Handbook).
- 7.7 All staff members should receive regular safeguarding and children protection updates through the appointed safeguarding lead (for example, e-bulletins; staff meetings; standing agenda items on weekly staff briefings) as required.
- 7.8 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Partnership website.
- 7.9 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and students are expected to have completed the Safeguarding awareness training prior to commencing their employment.
- 7.10 When dealing with concerns, St. Mary's Academy Trust and all of its Academies recognise that children with special education needs (SEN) and disabilities can face additional safeguarding challenges, and that it is the responsibility of the Designated Safeguarding Lead to ensure that all staff are appropriately trained to recognise such barriers.
- 7.11 All staff will be made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (Children in Need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments .

8. Dealing with Concerns

- 8.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 8.2 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation system.

- 8.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 8.4 All causes for concern **must be recorded** on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately.
- 8.5 The Designated Safeguarding Lead will decide on the appropriate actions, following up on the concern with the appropriate actions .
- 8.6 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
Records should include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- 8.7 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.
- 8.8 A Vulnerable Pupil file will also be raised using the Academy's system for recording safeguarding concerns.
- 8.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded in writing using the Academy's safeguarding system.
- 8.10 The Designated Safeguarding Lead, deputy safeguarding leaders and other appropriate professionals within the school where appropriate (for example members of the school's welfare team), will hold a monthly meeting to discuss and review all live and dormant records. The Designated Safeguarding Lead will then be able to:
- monitor that the agreed actions have taken place
 - assess the impact of the actions and the progress being made
 - agree the next steps
 - consider when an Early Help Assessment needs to be completed in order to facilitate and coordinate multi-agency support and lead on liaising with other agencies as appropriate
 - quality assure the written records
 - collate an anonymised report for the Governing body outlining the level of child protection concerns and work being undertaken. This report should not include the personal data of any individuals or families;
 - ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
 - ensure school is represented at Core Groups and Conferences
- 8.11 The documentation for each child/young person must be stored in a secure place with restricted access in accordance with the retention schedule. In schools where an electronic storage system is used (Cpoms) full access to the system should be restricted to Designated Safeguarding Leads only. Access to the site and the permissions should be monitored regularly.

9. Looked After Children

- 9.1 The Designated Safeguarding Lead must ensure that they have the details of the social worker and name of the virtual school head in the authority that looks after the child for any looked after child in their Academy.
- 9.2 For all looked after children the Designated Safeguarding Lead should ensure that all appropriate staff have the information they need in relation to a child's looked after legal status and care arrangements

A designated teacher must be appointed to promote the educational achievement of children who are looked after.

- 9.3 The designated teacher also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- 9.4 The designated teacher must have appropriate training and the relevant qualifications and experience.
- 9.5 The designated teacher should work with the virtual school head to discuss how funding for each looked after child can be best used to support the pupil's progress and meet the identified needs in the child's personal education plan. They should also work with the virtual school head to support those children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

10. Safeguarding in School

- 10.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.
- 10.2 To this end, this policy must be seen in conjunction with the following policies:
 - Relationships, Sex and Health Education
 - Behaviour, with particular reference to the anti-bullying section (the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system)
 - Safer recruitment
 - Code of conduct for staff
 - Exclusions
 - Special Educational Needs Policy
 - Health & Safety
 - Positive Handling
 - Allegations against members of staff
 - E-safety
 - Whistle Blowing
 - Visitors policy
 - Induction policy
 - Information sharing policy
 - Intimate care
 - Children Missing in Education
 - Acceptable Use policy

11. Prevent

- 11.1 Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.
- 11.2 Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 11.3 The duty to prevent children and young people being radicalised is set out in the following documents:
- Counter Terrorism and Security Act 2015
 - Keeping Children Safe in Education
 - Prevent Duty Guidance 2019
 - Working Together to Safeguard Children 2019
 - Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014
- 11.4 At St. Mary's Academy Trust and in all of our Academies we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.
- 11.5 Everyone at St. Mary's Academy Trust has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- 11.6 All schools within St. Mary's Academy Trust are required to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion, including an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.
- 11.7 British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 11.8 Our schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.
- 11.9 All members of staff who may come into contact with children should receive training either face to face or online that gives them the knowledge and confidence to identify children or families at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. (See Appendix 4)

- 11.10 All members of staff should refer any concerns they have to their Designated Safeguarding Lead following the school's safeguarding reporting procedures.
- 11.11 It is the responsibility of the Designated Safeguarding Lead to make referrals to appropriate agencies with regard to concerns about radicalisation and liaise with any necessary partners, including the local authority and the police. Designated Safeguarding Leads may, upon identifying someone as being vulnerable to being drawn into terrorism, make a referral through Prevent and Channel Referral .

<https://www.barnsley.gov.uk/media/18015/barnsley-prevent-and-channel-referral-guidance.pdf>

- 11.12 St. Mary's Academy Trust will ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

12. Supporting Children With Their Mental Health

- 12.1 Pupils are supported with and educated about the importance of mental health through the curriculum, including science, Relationships Education, Health Education and wider PHSE lessons, as well as through extra-curricular and curriculum enrichment activities.
- 12.2 All schools should have systems in place to identify and access further support to those individual pupils who may require it.
- 12.3 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- 12.4 All staff should also be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should use their day-to-day interactions and observations of children to identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- 12.5 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following safeguarding procedures.

13. Photographing Children

- 13.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 13.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have

an accident, we will encourage parents to use film or settings on their camera that do not require flash.

- 13.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.
- 13.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 13.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.
- 13.6 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil.
- 13.7 The allowing of photographs and videos at any school event will be at the discretion of the Headteacher. The Headteacher should put into place any steps deemed appropriate to ensure the safeguarding of children in relation to photography at school events, including sending out letters to parents/making announcements to parents prior to events regarding rules or restrictions on photography, including asking parents/carers not to post photographs of other children on social media sites.

14. Confidentiality and Information Sharing

(refer to the School Confidentiality and Information Sharing Policy)

- 14.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 14.2 Whilst the General Data Protection Regulations 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 being placed at risk of harm.
- 14.3 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 14.4 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.
- 14.5 Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

15. Conduct of Staff

- 15.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 15.2 At all times, members of staff are required to work in a professional way with children.

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All staff should be aware of the dangers inherent in:

- working alone with a child (Including transportation of a child)
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils and families outside school hours or school duties

15.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Partnership procedures, we will view this as misconduct, and take appropriate action.

15.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at St. Mary's Academy Trust. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

15.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement the Trust corporate policy has been agreed in order to support the Trust ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

15.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- via concern boxes
- through encouragement to discuss issues at school assemblies
- via the school council meetings
- drop in sessions with a member of the welfare team, a teacher or teaching assistant
- an open approach to discussing issues with staff

16. Physical Contact and the Use of Reasonable Force

16.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with Trust's and Academies' policy on managing challenging behaviour (referenced in the Trust Behaviour Policy, Positive Handling Policy and each Academy's Behaviour Policy)

16.2 Members of staff using physical interventions with children should have undertaken Team Teach training and interventions should be in accordance with the Team Teach principles.

16.3 All incidents of physical restraints should be recorded in accordance with the school's safeguarding records.

17. Allegations Against Members of Staff

(Refer to the Allegations of Abuse Against Staff Policy.)

17.1 If anyone makes an allegation that any member of staff (including any volunteer, supply staff or Governor) may have:

- possibly committed an offence against or related to a child;
- behaved in a way that has harmed or may have harmed a child;
- behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

17.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB and the Trust disciplinary procedure.

18. Allegations of Abuse Against Pupils

- 18.1 In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation (see Appendix 3).
- 18.2 When an allegation is made by a pupil against another pupil which raises a safeguarding concern the Designated Safeguarding Lead should be informed immediately and should also be recorded using the school's Cause for Concern procedures.
- 18.3 All school safeguarding procedures as outlined in section 7 should be followed with regards to the recording and reporting of Cause for Concerns and confidentiality.
- 18.4 Where the report includes an online element, staff must follow the advice outlined in 'Searching screening and confiscation advice (for schools)' and 'UKCCIS sexting advice (for schools and colleges)', in particular not viewing or forwarding illegal images of a child.
- 18.5 It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Allegations of this nature will not be dismissed and a victim should never be given the impression that they are creating a problem or made to feel ashamed for making a report.
- 18.6 It is important that the victim understands what the next steps will be and who the report will be passed to.
- 18.7 The Designated Safeguarding Lead should contact social services to discuss the case and should then follow through the outcomes of the discussion and make a social services referral where appropriate.
- 18.8 The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- 18.9 If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- 18.10 Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. The school may consider other appropriate support mechanisms such as early help, specialist support and pastoral support.
- 18.11 In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared immediately and stored electronically along with a preventative, supervision plan. This should consider the protection and support of the

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victim; the alleged perpetrator; and all the other children at the school.

- 18.12 The risk assessment should consider how best to keep the victim and alleged perpetrator a reasonable distance apart and in doing so, take into consideration the nature of the allegation and the proportionality of the response, including the removal of the alleged perpetrator from class where appropriate. These actions are in the best interests of both pupils and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- 18.13 Schools should not wait for the start or outcome of a police investigation before carrying out a risk assessment.
- 18.14 The risk assessment plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- 18.15 On occasion, some students will present a safeguarding risk to other students. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.
- 18.16 All staff should be trained to manage allegations of abuse against pupils.

19. Before and After School Activities

- 19.1 Where the Trust transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.
- 19.2 For school organised trips or visits which include an overnight stay, there must be a member of staff in attendance who has completed full Designated Safeguarding Lead training.

20. Contracted Services

- 20.1 Where the Trust contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

21. Online safety

- 21.1 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy)

21.2 St. Mary's Academy Trust has an 'Online Safety Policy' which all Academies must follow.

22. Opportunities to teach safeguarding

22.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at St. Mary's Academy Trust:

- our curriculum helps to educate children to keep safe in a variety of ways including through the teaching of E-safety, Relationships and Sex Education, Health Education and wider PHSE lessons where children have regular opportunities to learn about safety and discuss their feelings in a safe and secure environment;
- our wider opportunities and curriculum enrichment, including initiatives such as regular theme days and assemblies, Crucial Crew, sports leaders, Playground Buddies and Mentors Programme, School Council and Bikeability, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives;

- our development of Parent Support Advisors, Behaviour Specialists and Welfare Teams in schools across the Trust who have regular opportunities for networking and development with each other.

23. Implementation, Monitoring, Evaluation and Review

- 23.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and Child Protection will be a regular standing agenda item at weekly staff briefings.
- 23.2 The effectiveness of the policy will be reviewed and evaluated by St. Mary's Academy Trust annually in light of any specific incidents or changes to local/national guidance.
- 23.3 The designated governor for safeguarding at each Academy's local governing body will monitor one aspect of the school's child protection work termly and report back to the full governing body.
- 23.4 The Headteacher will report on safeguarding matters through their half termly Headteacher's report to their local governing body and safeguarding will be a standing item on the agenda at each full governing body meeting.
- 23.5 The Headteacher will also complete the Annual Headteacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body. The Headteacher will also submit a copy of this report to the CEO of St. Mary's Academy Trust.
- 23.6 Parents will be consulted via each Academy's parent council or parent questionnaire and pupils via the school council annually.

24. Parents and Carers

- 24.1 Parents and carers will be informed that they can have a paper copy of the Child Protection on request.
- 24.2 The policy will also be available on St Mary's Academy Trust's website and each Academy's website.
- 24.3 Academies should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

25. Annual Review of Policy

- 25.1 It is the responsibility of the CEO or Deputy CEO of St. Mary's Academy Trust to ensure that this policy is updated and reviewed annually with the Trust Board of Trustees
- 25.2 It is the responsibility of the Headteacher in each Academy to ensure that this policy is shared with all members of the school (including volunteers and members of the Local Governing Body) annually
- 25.3 It is the responsibility of the Designated Lead Safeguarding Officer (if not the Headteacher) to ensure that this policy is available and updated annually on the school's website to share with parents and all stakeholders

Appendix 1

Safeguarding Children: Whistle Blowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in an Academy's safeguarding regime and know that such concerns will be taken seriously by the Senior leadership team. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult, this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, the CEO of St. Mary's Academy Trust or the Local Authority Designated Officer
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"
(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse and Neglect

There are four main categories of abuse – physical abuse, neglect, sexual abuse and emotional abuse. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together and in most cases, multiple issues will overlap with one another. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. **All** staff, but especially the designated safeguarding leads (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families, including (but not limited to) vulnerability to sexual exploitation, criminal exploitation, and serious youth violence.

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Physical Abuse

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

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns

Unwillingness to change clothes

Cowering

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

Neglect

The persistent failure to meet a child's basic physical and /or psychological need, likely to result in the serious impairment of the child's health or development.

Symptoms:

Lack of appropriate clothing

Dirty

Cold – complaining of

Body sores

Hunger – complaining of

Urine smells

Unkempt hair

No parental interest

Not wanting to communicate

Behaviour problems

Attention seeking

Lack of respect

Often in trouble – police

Bullying

Use of bad language

Always out at all hours / lack of adequate supervision

Lack of confidence – low self-esteem

Stealing

Jealousy

Significantly underweight

Neglect in pregnancy as a result of maternal substance abuse

Child not provided with adequate shelter (e.g. exclusion from home)

Lack of medical care

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 or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in

preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks near genital area	
Drawing – inappropriate knowledge	
Relationships with other adults or children for example, being forward	

Emotional Abuse

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

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

Further information on understanding and identifying abuse and neglect, including examples of potential signs, can be found at 'What to do if you are worried a child is being abused – Advice for practitioners' on the Gov.uk website.

Appendix 3: Examples of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors including:

- age
- gender
- sexual identify
- cognitive ability
- physical strength
- status
- access to economic or other resources (e.g. in exchange for something the victim needs or wants)

This abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. CSE and CCE can include:

- Use of force
- Use of enticement-based methods of compliance
- Violence or threats of violence
- Physical exploitation or it could take place online

Indicators of CCE:

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

Examples of Child Criminal Exploitation include:

- children being forced to work in cannabis factories;
- being coerced into moving drugs or money across the country (county lines)
- forced shoplifting or pickpocketing
- threatening other young people.

Indicators of CSE in addition to the above CCE indicators may include:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Appendix 4: Examples of safeguarding issues against a pupil

Examples of allegations of abuse against another pupil (or peer on peer abuse could include:

Bullying (including cyberbullying)

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting (youth produced sexual imagery)
- upskirting (taking a picture under a person's clothing without them knowing)

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

Initiation / hazing type violence and rituals

Further advice and support for schools is available in: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

Appendix 5: Examples of signs of vulnerability to radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour

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- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- isolation from peers
- becoming withdrawn in class
- disengagement from work
- aggressive behaviour towards peers
- rebelling against school rules
- attendance – change in pattern

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- on-line searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Early indicators of a family at risk may include:

- Not buying into the Trust or school's ethos
- Questioning particular policies
- Keeping apart from other parents

Appendix 6 Mental Health

Schools can access a range of advice to help them identify children in need of extra mental health support. More information can be found in:

- Mental Health and Behaviour in School Guidance (DfE, November 2018)

Further guidance can be found on supporting children's mental health in:

- Preventing and Tackling Bullying
- Mental Health and Behaviour in Schools

Appendix 7 Domestic Abuse

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

All children can witness and be adversely affected by domestic abuse. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

Appendix 8 Female Genital Mutilation and Honour Based Abuse

'Honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. This includes:

- Female Genital Mutilation (FGM)
- forced marriage

If staff have a concern regarding a child that might be at risk of HBA or has suffered HBA they should inform the designated safeguarding lead. The DSL will activate local safeguarding procedures for multi-agency liaison with police and children's social care.

In the case of FGM, teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out after informing the designated safeguarding lead.

Appendix 8 – Additional guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [Sexual violence and sexual harassment between children in schools and colleges \(2021\)](#)
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

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- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [Children Act 1989 Private Fostering](#) which gives comprehensive guidance on private fostering
- › [Mental Health and Behaviour in Schools \(2018\)](#) and [Promoting children and young people's emotional health and wellbeing - A whole school approach \(2015\)](#), which helps inform mental health best practice

Key Contacts:

Barnsley Safeguarding Children Partnership for advice: **01226 775859**

Barnsley Early Help service: earlyhelp@barnsley.gov.uk

Barnsley Schools Alliance: admin-schoolsalliance@barnsley.gov.uk

Children's Social Care front door – **urgent referrals only: 01226 772423**

Barnsley Cohesion and Prevent Officer – 01226 787733

LADO (LA Designated Officer – 01226 772341 / ruthholmes@barnsley.gov.uk