SAFEGUARDING POLICY
Incorporating
CHILD PROTECTION PROCEDURES

September 2021

Date for Review: September 2022

James Montgomery Academy Trust

Statement of intent

Wath Central Primary and the James Montgomery Academy Trust is
committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse, ensuring the child's wishes have been taken into account during the process.
- Ensuring that members of the Board of Directors, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Headteacher and any new staff members (including supply and agency staff) and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Identifying any local safeguarding issues which may impact each trust school in the MAT and making appropriate provision to ensure that these local factors do not pose a threat to children's safety and welfare

Our Core Safeguarding Team

We are committed to Safeguarding and promoting the welfare of our children. We are here to help.
If you are concerned about a child, or a child makes a disclosure to you, please contact one of the people below immediately.

Designated Safeguarding Leads
Mrs Jo Cousins
Ms Jude Gray

Deputy Designated Safeguarding Lead
Mr James Barker
Mrs Dawn Stump

Safeguarding Governor
Mrs Jane Skupien

1. Definitions

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, **“safeguarding and protecting the welfare of children”** is defined as:

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

For the purposes of this policy, the term **“harmful sexual behaviour”** includes, but is not limited to, to the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance**, 'Sexual violence and sexual harassment between children in schools and colleges' (2018)**, and for the purposes of this policy, the term "'sexual harassment" is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term **"sexual violence**" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

2. Legal framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The Coronavirus Act 2020

Statutory guidance

- DfE (July 2018, updated December 2020) 'Working together to safeguard children'
- DfE (2021) 'Keeping children safe in education'
- DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2015) 'The Prevent duty'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2016) 'Children missing education'
- DfE (2018) 'Mental Health and Behaviour in Schools'
- DfE (2017) 'Preventing and Tackling Bullying in Schools'
- DfE (2019) 'Teaching Online Safety in Schools'

This policy has been written in conjunction with the JMAT's Peer on Peer Abuse Policy

3. Introduction

The James Montgomery Academy Trust (thereafter referred to as JMAT) and the Board of Directors are clear about their responsibilities in relation to safeguarding and promoting the welfare of children. Safeguarding and promoting the welfare of children refers to the process of:

- protecting children from abuse or neglect
- preventing the impairment of their health or development, including mental health and wellbeing
- ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

The JMAT fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our schools. This will also include identifying children who may benefit from **early help**. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

School staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2018 (updated 2020). Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The purpose of the JMAT's safeguarding policy is to ensure every child who is a registered pupil is safe and protected from harm. This policy will give clear direction to all staff (including governors, volunteers, supply teachers and agency staff), visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our schools. The elements of our policy are prevention, protection and support.

There are six main elements to our policy:

- Establishing a safe environment in which children can learn and develop
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children and create a culture of vigilance
- Raising awareness of and responding appropriately to safeguarding and Child Protection issues
- Equipping children with the skills needed to keep them safe, including how to recognise when they are at risk and how to get help when they need it
- Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff
- Supporting pupils who have been abused in accordance with a Child Protection Plan

4. Our Ethos

The child's welfare is of paramount importance. The JMAT will establish and maintain an ethos in our schools where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our schools will be able to talk freely to any member of staff if they are worried or concerned about something. The DSL will be available during school hours to discuss safeguarding concerns, if they are absent a Deputy DSL will be available.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Each school in the JMAT will provide a curriculum which is broad and balanced and is in line with Relationships Education, RSE and Health Education guidelines 2019. At the heart of these subjects is a focus on our key role in preventative education and keeping children safe. Subjects that are included in the primary curriculum and cross over into safeguarding are:

- Consent
- Choices
- CSE/CCE
- Unhealthy/abusive family relationships
- Internet/online safety

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018, updated December 2020).

It is the responsibility of ***every*** member of staff, volunteer and regular visitors to the schools in the JMAT to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all pupils. This includes the responsibility to provide a safe environment in which children can learn.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and governors have a full and active part to play in protecting our pupils from harm.

The JMAT and its schools also recognises that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. Each school will therefore:

- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Ensure all staff are provided with a copy of the Code of Conduct, Safeguarding Policy and Keeping Children Safe in Education 2021 Part 1 on induction. Staff who do not work with children can read the shortened version of Part 1- found on www.gov.uk

- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including online abuse, Child Sexual and Criminal Exploitation, Radicalisation and Female Genital Mutilation. This is mainly through work with partner agencies such as Barnardos Reach Out service, NSPCC and Healthy Schools service.

- Ensure staff are aware that behaviours linked to drug-taking, alcohol abuse, truanting and sexting can place children in danger.

- Ensure that staff are aware of the need to notify the LA in cases where children go missing from education, fail to attend school regularly, have been absent from school for continuous period of 10 days or more or are removed from the admissions register.

- Raise the awareness of all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse.

- Ensure every member of staff (including temporary, supply and agency staff and volunteers) and the Board of Directors knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role *(Annex B Keeping children safe in education 2021*)

- Ensure the names of the Designated Safeguarding Lead and their deputies will be clearly visible in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations.

Understanding the views of children

The JMAT and its staff understands how important it is that children feel heard and understood, and that the child is always placed at the centre of our policy and procedure. We encourage an ethos of listening to children and taking account of their wishes and feelings.

A child-centred and listening culture throughout our schools will be achieved through training and information, to ensure staff have an appreciation of the difficulties children may have in approaching staff about their circumstances and worries and are aware of how to build trustful and respectful relationships with children which enable communication.

5. What is Abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. They may be abused by an adult or adults, or another child or children. Abuse may fall into a number of categories:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. 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.

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.

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

Specific safeguarding issues are:

Mental Health

JMAT staff are aware that mental health problems can, in some cases, be an indicator that a child has or is at risk of suffering abuse, neglect or exploitation. Staff are well placed in their daily contact with children to be able to identify behaviour that suggests they may be developing or have a mental health problem.

Staff are also aware of the long term and lasting impact that abuse, neglect and adverse childhood experiences can have on children, and that this can affect their mental health, behaviour and education.

If staff have a mental health concern for a child that is also a safeguarding concern, they must take immediate action by following the child protection procedures and speaking to the DSL. All concerns must be logged on Safeguard along with the actions taken.

If a child or young person is admitted to a mental health facility, then consideration must be given as to whether a social care referral should be made, if this has not been done already.

Criminal Exploitation of Children (CCE)

The criminal exploitation of children (CCE) is a geographically widespread form of harm that typically crosses county boundaries. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more different urban or rural areas, using dedicated mobile phone lines.

Exploitation is an integral part of the county lines offending model with children groomed and exploited to move [and store] drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Gangs use coercion, intimidation, violence, sexual violence and weapons to ensure their victims comply.

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

Key to identifying potential involvement are ‘missing episodes’, that is when a child may have been trafficked and/or groomed for the purpose of transporting drugs. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis. Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results

- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Child Sexual Exploitation (CSE)

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

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Peer on peer abuse may not just occur between peers, but also family members, siblings, etc.

Key areas where peer on peer abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including texting and harmful sexual behaviour
- Upskirting - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019

Further information about peer on peer abuse is included in section 14 and full details are available in the Peer on Peer Abuse policy.

Honour-based Abuse

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

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

Female Genital Mutilation (FGM)

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

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country

(especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

The JMAT has due regard to the **mandatory reporting duty**, which came into force in October 2015, of the FGM Act 2003, which places a **statutory duty** on all teaching staff (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in the JMAT will be vigilant and will report promptly any FGM or other HBA concerns to the Designated Safeguarding Lead. If a member of staff has reason to believe FGM has been carried out on a girl under 18 years and this occurs out of school, then they must exercise their statutory duty and report this to the police personally.

Preventing Radicalisation and Extremism (Prevent Duty)

The JMAT has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the JMAT or school's website, to the Local Safeguarding Children Board website which provides information on radicalisation for children and young people, their parents/carers and professionals:
www.rotherham.gov.uk/safeguarding
www.dscb.co.uk

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080 or Doncaster Referral and Response Team on 01302 737777**.**

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2019) and Rotherham and Doncaster LSCB child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm
http://doncasterscb.proceduresonline.com/index.htm

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Being homeless can also include sofa surfing, being put up by family and friends, etc. Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

Private fostering

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

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

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

Where school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks in line with our mandatory duty.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate for pupil's age and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

Assessment of Risk Outside the Home (previously contextual safeguarding)

School staff, particularly the DSL and their deputy(s), will always consider the risks and issues in the wider community in the context of safeguarding incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school's demographic and catchment area is very mixed but we are predominantly White British. On occasion, we have encountered instances of language of hate - far right opinions, racist comments and homophobic comments from both children and families. Staff are aware of their need to report and our curriculum has changed to be driven by concepts in order to address wider issues in the world. We are making deliberate choices when planning and resourcing our projects to work against such hate Our curriculum has been redesigned to ensure that it is current and meaningful. A global dimension underpins it with the UN global issues and local issues embedded through – we are not afraid to tackle, aged appropriately, world issues and the impact this has on us and how we can impact the world. Alongside this, philosophical concepts and threaded through to help bring the global issues into a meaningful, personal and local context.

We actively promote socially responsible behaviour including E-Safety. We involve the Police and other agencies to engage with pupils and facilitate reflection and exploration of risks and dangers. Y6 visit Crucial Crew every Autumn for this reasons. Staff at Wath Central are all aware that it is their safeguarding responsibility to report any occurrences of children seen at risk or behaving in an anti-social manner directly to the DSL or to the police if they are sighted out of school hours.

The school will provide as much contextual information for the child as possible when making referrals to CSCS.

Online Safety

The predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material
- Contact – harmful online interaction with others
- Conduct – online behaviour that increases the likelihood, or causes, harm

The JMAT and its schools recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The JMAT Digital Safeguarding policy and day-to-day online e-safety procedures have due to regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can them to navigate the online world safely and confidently regardless of the device, platform or app.

As technology evolves, along with the risks and harms related to it, the JMAT will encourage its schools to carry out an **annual** review of online safety. This will link to appropriate risk assessments, where necessary, to reflect the risks that children face.

The JMAT will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's **Digital Safeguarding Policy,** and that the use of filtering and monitoring systems does not cause "over blocking" which lead to unreasonable restrictions as to what pupils may can be taught regarding online teaching.

Virtual platforms of any form will not be used for remote learning under any circumstances.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the **Digital Safeguarding Policy and Social Media Policy.**

Child Generated Sexual Images/Youth Produced Sexual Imagery (Sexting)

Sharing photos and videos online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

The increase in the speed and ease of sharing imagery has brought concerns about children and young people producing and sharing sexual imagery of themselves and also sending or receiving sexually explicit text messages. This can expose them to risks, particularly if the imagery/text is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. The production and sharing of sexual images of under 18s is also illegal.

KCSIE says 'Consensual image sharing, especially between young people of the same age, may require a different response. It might not be abusive - but young people still need to know it is illegal - whilst non-consensual is illegal and abusive.' A safeguarding concern such as sharing an indecent image will be dealt with on a case to case basis, in consultation with the children concerned, parents and other agencies as appropriate, for example police or social care.

At the JMAT, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. Further information on this is found in our **Digital Safeguarding Policy.**

Children with Special Educational Needs and Disabilities (SEND)

The JMAT understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in one of the JMAT schools, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse'* (Oct 14).

The Designated Teacher for LAC in this school is Mrs Jacqui Crawford

We have a separate LAC policy which can be found on the website and on the Safeguarding Board.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have to reach their potential. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Children missing education are defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation and/or the radicalisation of children.

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

We will always follow up with parents/carers when pupils are not at school. This means we need to have four up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions) in place.
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

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

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The school will inform the LA of any pupil who fails to attend regularly or has not returned after 10 days following a period of authorised absence. After an authorised absence or a period of 20 days

unauthorised absence the children will be placed on the out of school/CME register, unless there is evidence to show the child is elsewhere.

Serious violence

All JMAT staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

Domestic Abuse and Operation Encompass

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background.

There are different kinds of abuse that can happen in different contexts. The most prevalent type of domestic abuse occurs in relationships. But the definition of domestic abuse also covers abuse between family members, such as adolescent to parent violence and abuse. The definition also considers coercive and controlling behaviour. Children and young people are very often the 'hidden' victims of domestic violence and abuse.

All JMAT schools take an active role in **Operation Encompass** and have created a secure email which local safeguarding partners can use to inform the designated safeguarding lead when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable school to monitor children possibly affected and, where required, support if necessary. This will remain confidential; no information about specific incidents is shared with school. The school will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe Operation Encompass will enhance the safeguarding within school. This will be extremely beneficial for all those involved.

Our Key Adult is: Mrs Jo Cousins

6. Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register. The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Four emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

First Day Calling Procedures

It is expected that JMAT schools have robust 'first day calling' procedures for when a child has not arrived at school within the expected time frame. DfE recommendations are that schools hold 4 emergency contact numbers for all pupils. It is required that clear time scales are in place to ascertain a reason for non-attendance, this should include an escalation of action to be taken, including that of a home visit where appropriate. It is expected that pupil contact information is shared within school with appropriate staff and that a designated staff member is appointed to follow the 'first day calling' procedures. Expectations are that JMAT schools are aware of the reason for absence of the child before the start of the afternoon session. If this cannot be ascertained, school must consider whether a request to the police for a safe and well check is necessary.

Children who are Looked After (CLA)

Each school in the JMAT has a named designated teacher for Children who are Looked After who works closely with the Virtual School Team and the Local Authority. We have a separate LAC policy which gives further detail about LAC procedures.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2021) and the Rotherham and Doncaster LSCB child protection online procedures:
http://rotherhamscb.proceduresonline.com/index.htm
http://doncasterscb.proceduresonline.com/index.htm

7. Safeguarding and Drones/Unmanned Aircraft

Drones are becoming increasingly prevalent and the JMAT appreciates that they allow for the capture of useful video footage that may offer benefits for a wide range of activities. However, safety and the safeguarding of our pupils is our overriding concern, therefore the use of drones is prohibited in and around school unless it is with the written consent of the Headteacher under the legal guidelines.

If there are any concerns about unmanned aircraft being used around any of the JMAT's schools, either from a safety or privacy perspective, staff will report this to the police on 101, with the drone's registration number if possible.

8. Parental responsibility

The welfare of the child is the paramount consideration for JMAT schools. In the event of a concern being raised where school is unclear how to act, legal advice will be sought to ensure that a parent's rights and responsibilities are not infringed and the actions of the JMAT and its schools are fully compliant with the law. This includes both family law and education law.

For the purposes of **education law (**Section 576 of the Education Act 1996), the department considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Example -This may be a foster carer or family and friends carer who does not have parental responsibility but has been delegated the responsibility for taking day-to-day decisions about the child.

What is parental responsibility?

In **family law,** parental responsibility means all the rights, duties, powers, responsibilities and authority that a parent has in relation to the child.

A person with parental responsibility can make decisions about the child's upbringing and is entitled to information about their child. For example, they can give consent to the child's medical treatment and make decisions about the child's education. They also have the right to receive information about their child's health and education.

Who has parental responsibility?
A child's birth mother (the person who carried the child) has parental responsibility unless it's removed by an adoption order or a parental order following surrogacy.

Where a child's father and mother were married to each other at the time of the child's birth, they each have parental responsibility for the child. Where the parents were not married to each other at that time, the child's father can gain parental responsibility:

- by registering the child's birth jointly with the mother
- by subsequently marrying the child's mother
- through a 'parental responsibility agreement' between him and the child's mother which is registered with the court
- by obtaining a court order for parental responsibility

Where two female parents have a child through fertility treatment, the mother's female partner is treated in the same way as a father. She has parental responsibility if she is married to or in a civil partnership with the mother at the time of the treatment (or if the two women agree in writing that she will be the child's second parent). She can also acquire parental responsibility in the same way that a child's father can.

General principles for schools
Everyone who is a parent, as recognised under education law, can participate in their child's education.

All parents can also receive information about the child, even though, for day-to-day purposes, the school's main contact is likely to be a parent with whom the child lives on school days.

Individuals who have parental responsibility for, or care of, a child have the same rights as biological parents. For example to:

- receive information – such as pupil reports
- participate in statutory activities – such as voting in elections for parent governors
- be asked to give consent - such as to the child taking part in school trips
- be informed about meetings involving the child - such as a governors' meeting on the child's exclusion

School must treat all parents equally, unless a court order limits a parent's ability to make educational decisions, participate in school life or receive information about their children.

All parents also have legal obligations. For example, to ensure that a child of compulsory school age receives a suitable full-time education.

Where a parent's action, or proposed action, conflicts with school's ability to act in the child's best interests, the school should try to resolve the problem with that parent but avoid becoming involved in conflict. However, there may be occasions when school needs to decline requests for action from one or more parents.

Obtaining consent
Where schools need parental consent to outings and activities, the headteacher should seek the consent from the resident parent unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

In cases where school considers it necessary or has been asked to seek consent from both parents, you may wish to assume that parental consent has not been given unless all parents agree. Such an approach ensures that school has treated the views of each parent equally and will also help to

safeguard the position of school in terms of exposure to any potential civil liability where, for example, the child is injured while on a school trip.

Medical treatment – seeking consent following accident or injury
Schools may experience problems when a child has had an accident and consent might be needed for emergency medical treatment. The **Children Act 1989** provides that people who do not have parental responsibility but nonetheless have care of a child may:

…do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

This would allow schools to act 'in loco parentis', in place of a parent, or allow them to seek consent from a parent who may not hold parental responsibility.

It would clearly be reasonable for a school to take a child who needs to have a wound stitched up to hospital, but the parents, including the non-resident parent who has asked to be kept informed of events involving the child, should be informed as soon as possible.

Elective Home Education and parental consent

KCSIE 2021 (Paragraph 167, says that:
'where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, **we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.** Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.'

When a parent(s) has expressed their intention to home educate the school must have the agreement of BOTH parents, if they share parental responsibility. If both parents are not present at the EHE meeting then their agreement must be in writing. If there is no agreement, and there is court order to resolve it, school must retain a copy of the court order.

9. Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham/Doncaster to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Show signs of deteriorating mental health and emotional well-being
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.
- May be homeless

- Have a parent/carer in custody

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it.

10. Safer Recruitment

We will follow relevant guidance in *Keeping Children Safe in Education September 2021* (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):
https://www.gov.uk/government/organisations/disclosure-and-barring-service

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in *KCSIE September 2021*

- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated (see Appendix 1) and supervised activity

- We will ensure that all adults within the JMAT who have access to children have been checked as to their suitability as outlined in *KCSIE September 2021*

- We will ensure that all staff and volunteers have read the staff behaviour policy (code of conduct) and understand that their behaviour and practice needs to be in line with it.

Each school will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred lists check
- An enhanced DBS check/certificate
- An overseas check if required
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK

11. Safer Working Practice

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff will be provided with a copy of our school's Staff Code of Conduct at induction, to include guidance on positive handling. They will be expected carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Headteacher.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their

whereabouts in school, who they are with and for how long.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document '*Safer working practices for adults who work with children and young people*' (*Safer Recruitment Consortium, May 2019*). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Visitors to school
All visitors to school should be pre-arranged as far as possible. They will be asked to sign in to school using the paper/electronic system for fire and security purposes, and will be asked to produce photo ID and a DBS, if required.

All visitors will be required to wear an ID badge whilst on school grounds. This should be visible at all times. Visitors without identification badges should be politely challenged by school staff.

Visitors who represent organisations and/or are self-employed should have their own safeguarding and child protection policy and procedures. School can ask to see these in advance to ensure they meet JMAT standards.

Unplanned Visitors
Ensure reception staff are aware of any visitor expected to come into school. Ideally, all visitors should be by appointment only.

12. Staff suitability

The JMAT must ensure that staff and volunteers providing care for pupils under the age of eight are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

13. Managing Allegations against Staff (including governors, volunteers, supply teachers and agency staff)

The JMAT promotes an open and transparent culture in which **all** concerns about staff (including **low level concerns**) are shared with the DSL/Headteacher and are recorded and dealt with appropriately. We aim to identify and address concerning, problematic or inappropriate behaviour early in order to minimise the risk of abuse. It is our intent (through training and raising awareness) to ensure that the staff working in JMAT schools are clear about their professional boundaries and act in accordance with the ethos and values of the Trust.

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Any allegations of abuse made against staff members will be dealt with in accordance with the JMAT's Allegations of Abuse Against Staff Policy.

It's essential that any allegation of abuse against a member of staff in school is dealt with very quickly in a fair and consistent way that provides protection for the child, whilst at the same time supports the person who is the subject of the allegation.

Any allegations against staff (including governors, volunteers, supply teachers and agency staff) that indicate that they may have:

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

will be reported immediately to the Headteacher or the Designated Safeguarding Lead if the Headteacher is not present. The Headteacher will inform the Local Authority Designated Officer (LADO) following the guidance in *KCSIE 2021.*

The **LADO for Rotherham** can be contacted on **01709 823914.** The **LADO for Doncaster** can be contacted on **01302 737748.**

If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the Local Authority LADO on:

Rotherham MASH on 01709 336080
Doncaster Referral and Response Team on 01302 737777

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

14. Peer on Peer Abuse (child on child sexual violence/assault and sexual harassment)

All staff will be aware any child-on-child abuse is unacceptable, that pupils are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”.

The JMAT is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

Please see separate Peer on Peer Abuse policy for full details.

15. Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

The updated Working Together to Safeguard Children (2020) guidance clarifies that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Consent is not required when sharing information for the safeguarding and protecting the welfare of a child. It is also stated that, while encouraged, the agreement of the child and parents is not required to share information, though it is important to explain the reasons for this.

School must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

16. Training and Induction

When new staff, volunteers or regular visitors join the JMAT they will be informed of the safeguarding arrangements in place. They will be given a copy of the JMAT's Safeguarding and Child Protection policy along with the Staff Code of Conduct and the DSL will be identified for that school.

Every new member of staff or volunteer will have an induction period 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 this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of '*Keeping Children Safe in Education*' (2021) and will be expected to read this.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with '*Keeping Children Safe in Education'* (2021) and advice from Rotherham/Doncaster LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All regular visitors and volunteers will be given a set of our safeguarding procedures when they sign in using the electronic system (if applicable); they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham/Doncaster LSCB at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

The LGB will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children in the JMAT.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2021) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Child Criminal Exploitation, Peer on Peer Abuse, Honour-based Abuse, including Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham LSCB at www.rotherham.gov.uk/safeguarding or Doncaster LSCB on www.dscb.co.uk. The DSL will also provide regular safeguarding updates for staff.

ROLES AND RESPONSIBILITIES

17. The Board of Directors

The Board of Directors of the James Montgomery Academy Trust are accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Directors takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Safeguarding Director who champions safeguarding within the JMAT.

The Board of Directors will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the JMAT website and has been written in line with 'Keeping Children Safe in Education' (2021), Local Authority advice and the requirements of both Rotherham and Doncaster Local Safeguarding Partnership's policies and procedures

- Staff members have due regard to relevant data protection principles which allow them to share personal information

- The schools in the JMAT contribute to inter-agency working in line with Working Together to Safeguard Children (2018, amended 2020);

- The JMAT has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.

- The JMAT has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '*Keeping Children Safe in Education'* (2021) and the staff code of conduct.

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* (2021) and also Rotherham and Doncaster's Child Protection Procedures.

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

18. The Headteacher

The Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the JMAT/LGB, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Ensuring that all staff members use the electronic safeguarding system (Safeguard) accurately and effectively, and in a timely manner.
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.
- Ensuring that all new staff, upon induction, are provided with the Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping Children Safe in Education' (2021) guidance, and the identity of the DSL and any deputies.

19. The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'* (2021). The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in school is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.

The DSL will act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements.

The DSL will take lead responsibility for promoting the educational outcomes of vulnerable children. They need to ensure that:

- Information is shared about welfare, safeguarding and child protection issues with teachers and leaders
- There is a particular focus on children with social workers
- Staff know who these vulnerable children are
- They understand these children's academic progress & attainment
- They maintain a culture of high aspirations for vulnerable children
- They support teaching staff to identify challenges these children may face and the academic support and adjustments that could be made
- Liaise with the mental health lead in school and, where available, the Mental Health Support Team when safeguarding concerns are linked to mental health

The DSL will undertake safeguarding training as recommended by Rotherham/Doncaster Safeguarding Children Partners and update this training every two years. Additionally, the DSL will receive regular updates to safeguarding training via forums, e-bulletins, e-learning, etc.

The DSL will undertake Prevent awareness and Channel training as a minimum, and ensure that staff receive Prevent training at induction.

The Trust DSL, in conjunction with the school DSL, will carry out regular safeguarding audits of JMAT schools to ensure compliance with all statutory requirements/guidance and best practice as defined by DfE/Ofsted.

Through appropriate training, knowledge and experience the DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the RSCB/DSCB.

20. Implementing Procedures for Reporting Abuse

The JMAT will ensure that all schools:

- Have a member/s of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow

- Ensure each school in the JMAT has a nominated governor responsible for safeguarding who has been appropriately trained

- Ensure all staff, volunteers and governors understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously.

- Ensure that all staff, volunteers and governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child.

- Ensure all staff are aware of the requirement to notify children's social care (MASH) immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school is concerned)

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences

- Keep clear electronic records of concerns about children, even where there is no need to refer the matter immediately

- Ensure each school in the JMAT provides a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children

- Ensure all records are kept securely, separate from the main pupil file, and in locked locations

- Ensure all staff understand the responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. This may include contacting Social Care

(MASH team on Rotherham) or the Local Authority Designated Officer (LADO) who will provide consultation and advice for anyone working with children

- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by making the policy available to them and sharing safeguarding procedures

- Ensure all members of staff have an awareness of the main types of abuse including Neglect, and including specific safeguarding issues such as Child Sexual and Child Criminal Exploitation, Radicalisation/Prevent, Peer on Peer abuse and Honour-based Abuse, including FGM, and the indicators including mental health concerns.

- Ensure all members of staff are provided with safeguarding training about their responsibilities relating to safeguarding children

- Ensure that all members of staff are aware of their responsibilities under the Prevent Duty and the mandatory reporting duty in relation to Female Genital Mutilation

- Ensure that all staff members are aware of the systems within the school or college which support safeguarding – this should include the safeguarding policy, staff behaviour policy *(see Guidance for Safer Working Practice*) and identify the Designated Safeguarding Lead and should be part of staff induction

- All staff members should read at least part 1 of *KCSIE* 2021 and this should be part of staff induction

- Ensure that all staff recognise that all matters relating to child protection are confidential and the Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only

- Ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another child.

21. Supporting Pupils who have been Abused

The JMAT will ensure that all schools:

- Recognise that a child who is abused, who witnesses violence or abuse who lives in a violent or abusive environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth *(Working Together 2018, updated 2020)*

- Recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm

- Ensure these children are particularly closely monitored and supported and any concerns are recorded and reported to Social Care

- Ensure the DSL attends case conferences, core group meetings and other liaison meetings as necessary

- Implement a Personal Education Plan (PEP) for all Looked After Children and a Learning Support Plan or Individual Education Plan (IEP) for other children where there is a need for specific support in school.

22. Establish a Safe Environment

The JMAT will ensure that all schools will:

- Support the child's development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum

- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties

- Ensure that children and young people are educated about the expectations they should have relating to the behaviour of adults who work with them

- Develop effective working relationships with all other agencies involved in safeguarding children such as Social Care, the Police, Child and Adolescent Mental Health Services, specialist domestic abuse support service and domestic abuse Multi Agency Risk Assessment Conferences (MARAC)

- Ensure that we have a named Designated Teacher for Looked After Children and that we provide the best opportunities and support for children to achieve the best outcomes and participate in school life

- Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment

- Recognise that staff working in the schools in the JMAT who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support

- Ensure that other policies and publications which contribute towards safeguarding children and young people are acted upon, reviewed and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to them.

23. When to call the police

When to call the police addresses criminal activity, not safeguarding issues. Safeguarding issues are addressed using the referral process and procedures.

Contact with police should ideally be made by a single point of contact from the school. This may be the Headteacher or the DSL to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school needs to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school behaviour policy and codes of conduct will give further guidance on how to deal with and record such incidents.

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, school should cease their own investigation, having asked only enough questions to establish the basic facts of the incident.

24. Relevant Policies

To underpin the values and ethos of the JMAT and our intent to ensure that pupils are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying

- Collection from School and Walking Home Alone Policy
- Adapted Timetable Policy
- Positive handling
- Behaviour
- Managing Allegations against Staff
- Peer on Peer Abuse Policy
- Safer Recruitment
- Mobile Phone
- Whistle-blowing
- Attendance
- Digital Safeguarding
- Social Media
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stay

25. Monitoring and review

This policy is reviewed annually by the **Trust DSL.**

Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the JMAT website.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2022.**

APPENDIX 1

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a. teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
b. work for a limited range of establishments (known as ‘specified places’, which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.66 Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c. relevant personal care, or health care provided by or provided under the supervision of a health care professional:
    - personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness of disability;
    - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regulated activity will **not** be:

- paid work in specified places which is occasional and temporary and does not involve teaching, training
- supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.