



Safeguarding and Child Protection Policy

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1. Statement of intent

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

Wath Central Primary School and the James Montgomery Academy Trust (JMAT) are committed to safeguarding and promoting the physical and emotional welfare of every child, both inside and outside of the school premises. We will work together with our three safeguarding partners (Local Authority, Clinical Commissioning Group, and Chief of Police) to safeguard and promote the welfare of local children, including identifying and responding to their needs.

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 children about how to keep safe and to recognise behaviour that is unacceptable or exploitative.
- Identifying and making provision for any child that has been subject to abuse, **neglect or exploitation**, ensuring the child's wishes have been taken into account during the process.
- Ensuring that members of the Board of Trustees, Governors, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, neglect and exploitation and know how 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 school in the Trust and making appropriate provision to ensure that these local factors do not pose a threat to children's safety and welfare.

The Safeguarding team is a large, experienced team in order to ensure that there are always professionals on site to be available to support children, staff and families should an issue arise.

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 J. Cousins
Ms J. Gray



Deputy Designated Safeguarding Lead
Mrs A. Shaw
Mrs J. Bakes
Mr J. Brailey
Mrs L. Gillis



Safeguarding Governor:
Mr J. Breedon



2. 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: providing help and support to meet the needs of children as soon as problems emerge protecting children from maltreatment, whether that is within or outside the home, including online preventing the impairment of children’s mental and physical health or development ensuring that children grow up in circumstances consistent with the provision of safe and effective care taking action to enable all children to have the best outcomes

3. Legal framework

This policy is compliant with safeguarding and child protection legislation, statutory and non-statutory guidance, including:

- The Children Act 1989 and 2004

- The Equality Act 2010
- Counter Terrorism and Security Act 2015
- Domestic Abuse Act 2021
- DfE (2023) 'Working together to safeguard children'
- DfE (2024) 'Keeping children safe in education'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes'

4. Introduction

The James Montgomery Academy Trust (thereafter referred to as JMAT) and the Board of Trustees are clear about their responsibilities in relation to safeguarding and promoting the welfare of children, **as defined by Working Together to Safeguard Children 2023.**

JMAT fully recognises the contribution it can make to protect children from harm and promote the welfare of all children who are registered 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 in order for school to provide the 'right help at the right time' to address risks and prevent issues from escalating.

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.

5. Our ethos

JMAT schools are child-centred, inclusive and distinctive, delivering excellence in education, sharing best practice and building aspiration. The child's welfare is of paramount importance. JMAT will establish and maintain an ethos in our schools where children 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. **This availability is expected to be in person, but in exceptional circumstances, a DSL or Deputy must be available via phone or other such media, such as Teams.**

All staff and regular visitors will, through training and induction, know how to recognise indicators of **abuse, neglect and exploitation**, 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. Each school in JMAT will provide a curriculum which is broad and balanced and is in line with Relationships Education, RSE and Health Education guidelines.

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 2023.**

It is the responsibility of **every** member of staff, volunteers and regular visitors to the schools in 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 children. 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, **neglect and exploitation**. All staff and governors have a full and active part to play in protecting our children from harm.

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

Each school will therefore:

- Ensure every child knows which adults in school they can approach if they are worried.
- Ensure all adults working in school are provided with a copy of the relevant Code of Conduct, Safeguarding and Child Protection Policy, Relationships and Behaviour Policy and Keeping Children Safe in Education Part One on induction.
- 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.
- Ensure that staff are aware of the need to notify the LA in cases where children go missing from education, **are deliberately absent from school for prolonged absences**, 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, **neglect and exploitation**.
- Ensure every member of staff (including temporary, supply and agency staff and volunteers) and the Board of Trustees knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role (Annex C of Keeping Children Safe in Education)
- Ensure the names of the Designated Safeguarding Lead and their deputies are clearly visible in school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations.

6. Understanding the views of children

JMAT and its staff understand 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.

7. Protocol for responding to self-harm in school

The DSL in each school is responsible for ensuring that staff members are aware of how to recognise and respond to self-harm, and how to report and record all instances on the child's safeguarding chronology.

The protocol includes:

- Listening to the disclosure in a calm and non-judgemental way.
- Reporting the self-harm to the DSL as soon as possible.
- Being aware of any health and safety/first aid needs around the incident.

The DSL will keep accurate records of the incidents, liaise with local services and contact parents at the appropriate time, including signposting if necessary.

8. Children with a social worker

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

9. 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.

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 and non-contact activities.

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.

The Trust and its staff have a zero-tolerance approach to all types of abuse, including child on child abuse.

10. Specific safeguarding issues

10.1 Child on Child Abuse

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age and are all under the age of 18. School staff should understand that the behaviour in question is harmful to the child displaying the harmful behaviour, as well as the victim.

Child on child abuse is most likely to include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting).
- Upskirting / downblousing, which typically involves taking a picture under/down a person's clothing without their permission, with the intention of viewing their genitals or breasts to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

Further information about child-on-child abuse is included in the JMAT Child on Child Abuse Policy.

10.2 Criminal Exploitation of Children (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, shoplifting or pickpocketing. They can also be forced or manipulated into threatening/committing serious violence to others, for example with a blade.

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. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals.

School staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

10.3 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse, and is similar to the criminal exploitation of children. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator. 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 school staff are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

10.4 Domestic abuse

Children living in a home where domestic abuse is happening are at risk of other types of abuse, including psychological, physical, sexual, financial or emotional. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

Children can be victims of domestic abuse in their own right. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. Types of domestic abuse include intimate partner violence, abuse by family members and child/adolescent to parent violence and abuse, all of which can have a detrimental and long-term impact on the child's health, well-being, development, and ability to learn.

10.5 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. It can take place both abroad and, more uncommonly, in the UK.

Whilst all school staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this directly to the police.

10.6 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, and are aware of the long-term impact on their 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 RecordMy, along with the actions taken.

10.7 Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.

These may include:

- Increased or prolonged 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 could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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.

10.8 Preventing radicalisation and extremism (Prevent Duty)

JMAT has due regard to the [Prevent Duty Guidance 2023](#), 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 Channel.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education and in the JMAT Prevent Policy.

10.9 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. 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 children's social care where a child is being harmed or at risk of harm.

10.10 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.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the parents or foster carers of the child involved to check that they are aware of their legal duty to inform the LA. Where school becomes aware of a child being privately fostered, we will exercise our mandatory duty to notify the LA as soon as possible to allow the LA to conduct any necessary checks.

10.11 Children with family members in prison

Children with a family member in prison will be offered pastoral support as necessary. They will receive an age-appropriate copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate for the child's age and allowed the opportunity to discuss questions and concerns.

10.12 Contextual safeguarding

School staff, particularly the DSL and their deputy(s), are aware that the children in our schools may face a risk of harm from outside their home environment. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- Exploitation by criminal gangs and organised crime groups, such as county lines.
- Trafficking.

- Online abuse.
- Sexual exploitation.
- The influences of extremism leading to radicalisation.

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

We are acutely aware of the huge variation of our demographic and the risks that are present within our community. We know our families well and value the partnership with them. This is crucial in mitigating risks when considering contextual safeguarding issues within our community.

One key risk is far right beliefs. There have been incidents of hate crime including protests, violence and rioting in the community. The impact on children of family involvement and news and social media coverage should not be underestimated. Some families have been directly or indirectly involved.

School actively seeks ways to mitigate risk of the spread of false information and speculation shared online. This has occurred in relation to homophobia, sexual offenders and most recently racist attacks, led by a far-right and anti-immigration sentiment. We have invested in E Safety curriculum and both our PSHE and Computing Schemes deal with such issues directly. We are not shy of open discussions about specific speculation spread which impacts on our children as it occurs.

School has specific experience of families' far right opinions, racist comments and homophobic which has entered school historically. As a result vigilance is high and recording rigorous. This is not tolerated and the curriculum is designed to explicitly educate children about diversity and representations. The school's Living Values of 'Respect, Responsibility and Resilience' provide a vehicle to explore this further. Through assemblies and PSHE curriculum, we link these to British Values and Protective Characteristics. Rigorous reporting systems are in place. Our curriculum has been designed to be current and meaningful. A global dimension and use of philosophical concepts underpin it with the UN global issues and local issues threaded through. We are not afraid to tackle, aged appropriate, world issues and explore the impact on us and in turn, how we impact the world.

Another risk factor that school monitors closely is that some families could be directly or indirectly affected by local County Lines activity. Historically, this has impacted certain areas within our locality and we are vigilant, working in partnership with SYP, social services and other agencies to support these families and mitigate risk in school.

We are also seeing the increasing impact of parental Mental Health and associated vulnerabilities and risks and the impact on children for example, domestic violence, substance misuse. Once again, the school team is ready to support the family in the most appropriate way in the first instance, working in partnership with the wider body of community expertise.

Over the last few years, we have seen a concerning rise in reported gang culture and anti social behaviour in specific areas of our locality, namely two fields within estates. Knives have been carried for protection. Once again, we work closely with SYP, proactively through their education outreach and reactively where necessary. We have been directly impacted by knife crime this year, and as such, we have an ongoing high level of vigilance. We have ensured that our curriculum directly tackles such issues and that all staff are aware and trained. In terms of anti social behaviour, we deal with each report individually and appropriately working in partnership with SYP and other appropriate bodies. We have ensured that we have developed an awareness and knowledge of such risks into our curriculum for older children. We have also engaged with the Police to ensure that messages are heard directly from them and they have led assemblies and training with children and staff in school.

We actively promote socially responsible behaviour including E-Safety which presents a significant challenge. We are noticing an escalation in dangerous online behaviours such as the sharing of inappropriate images and films, use of sexual and explicit language or content. We continue to raise awareness of risks presented and aim to forge stronger links for pupils between teaching in school and

their everyday lives. School actively engages with the Police and other agencies to facilitate reflection and exploration of risks and dangers for pupils.

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

10.13 Online safety

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

JMAT will ensure that **suitable filtering and monitoring systems** are in place to prevent children accessing unsuitable or inappropriate material and that the use of filtering and monitoring systems does not cause “over blocking”, which lead to unreasonable restrictions as to what children may be taught regarding online teaching.

At JMAT, we understand the responsibility to educate our children 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.

The use of devices and mobile phones by staff and children is closely monitored by the school, in accordance with the Online Safety, Mobile Phone and Social Media Policies.

10.14 Sharing nudes and semi-nudes (youth produced sexual imagery or sexting)

Sharing nudes and semi nudes is defined as the sending or posting of nude or semi-nude images, videos or live streams online by children under the age of 18. Nudes and semi-nudes can be shared online via social media, gaming platforms, chat apps, forums, or involve sharing between devices using offline services.

Incidents will be considered on a case-by-case context, considering what is known about the children involved and if there is an immediate risk of harm. Often, children need education and support for example, on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. Safeguarding action will also be required in cases where there is a risk of harm.

Further detailed guidance for assessing and dealing with an incident of sharing nudes or semi nudes in school can be found at:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

10.15 Children who are lesbian, gay, bisexual or gender questioning

A child being lesbian, gay, or bisexual (or perceived as such) is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children.

When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child’s parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including how to address wider vulnerabilities such as the risk of bullying.

Schools should refer to the DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to support a child and family.

10.16 Searching, Screening and Confiscating

Headteachers, and the staff they authorise, have a statutory power to search a child or their possessions when they have reasonable grounds to suspect that the child may have a prohibited item, such as:

- Knives and weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage to property of any person (including the child).
- Vapes, tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

When exercising their power to search, the headteacher/DSL must consider the age and needs of children being searched or screened. This includes the individual needs or learning difficulties of children with Special Educational Needs and Disabilities (SEND) and make reasonable adjustments that maybe required.

Depending on the context of the search, parents should be contacted to inform them of the situation and the need to search. However, this should not impede a situation where there is an immediate risk of harm to the child or other children and adults in school.

A senior member of staff will carry out the search with another staff member as a witness. The staff member should explain to the child why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. An appropriate location for the search should be found, away from other children where possible.

For detailed information about searching, screening and confiscation:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

10.17 Children with Special Educational Needs and Disabilities (SEND)

JMAT understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation 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 disproportionately 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. The CLA Policy can be found on the school website and RecordMy.

10.18 Children who are Looked After (CLA)

Each school in JMAT has a named designated teacher for Children who are Looked After who works closely with the Local Authority, who will liaise with the Virtual Head. We have a separate CLA Policy which gives further detail about CLA procedures.

The Designated Teacher for LAC in this school is Amy Shaw, supported by Jo Cousins, our Safeguarding Manager.

10.19 Children Missing from Education, **unexplainable and/or persistent absence from education and children absent from education over a prolonged period of time**

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. The LA has 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 being absent from school for prolonged periods or unexplainable and/or persistent absences from school can act as a serious warning sign to a range of safeguarding issues including neglect, child criminal and sexual exploitation, serious violence (including that linked to county lines) and radicalisation.

JMAT and its schools monitor attendance carefully and address poor or irregular attendance without delay. We will ensure that children who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a child leaves the school, we will record the name of the child's new school and their expected start date.

Further information about CME can be found in the JMAT Attendance Policy.

10.20 Operation Encompass

The purpose of Operation Encompass is to safeguard and support children who have been involved in or witness to a domestic abuse incident.

JMAT schools take an active role in Operation Encompass by using a secure email system which local safeguarding partners can use to inform the designated safeguarding lead (key adult) when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable school to monitor the child(ren) possibly affected and, where required, support if necessary for children who have been involved in, affected by, or witnessed a domestic abuse incident.

10.21 Releasing children to the care of parents who are suspected to be under the influence of alcohol/drugs

JMAT and its schools follows NSPCC guidance:

'There may be times when the school is worried that the adult collecting a child is under the influence of alcohol or drugs, or their behaviour otherwise suggests that they may not be in a fit state to safely look after the child.'

In this case, the school should:

- Contact another family member or authorised person to collect the child.
- Record the incident as a potential safeguarding concern.

Repeated instances of an adult appearing unfit to provide safe care should be discussed with children's social care. If the school has immediate concerns about a child's welfare, and an alternative family member or authorised person is not available to collect the child, the school has a duty to prioritise the welfare and safety of the child.

The school should attempt to keep the child on the premises until they have received guidance or support from children's social care or the police on what action to take. If, despite the school's efforts the parent insists on taking the child, then the school should:

- Contact the police if the child is at risk, for example if a parent is driving a car while suspected to be under the influence of drugs or alcohol (ensure you have license plate).
- Make a safeguarding referral to children's social care.
- Report the incident on RecordMy and actions taken.

11. Responding to critical Incidents

Each JMAT school has emergency plans in place to respond effectively to different types of incidents:

e.g., lockdown, fire, flood, cyber-attacks.

Regular training and practice drills will ensure that if an incident does arise, staff should be able to draw on their knowledge from the emergency plans and make good, informed judgements about how to keep themselves and others safe.

12. Admissions register

Children are placed on the admissions register **the day before** the agreed start date by the school, or the day before the school has been notified that the child will first be attending.

The school will notify the LA within five days of when a child'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

As far as possible, four emergency contact details will be held for each child on the pupil data form.

Staff will monitor children who do not attend the school on the agreed date and will notify the LA at the earliest opportunity, after they have followed the normal Child Missing Education procedures. Telephone calls chasing parents/guardians and home visits must take place.

If the child has not attended within 5 days this can be referred to CME who will attempt to locate the child. Children stay on the register until CME have approved the removal request. A school that actions this before approval has been received will be classed as off rolling a student, which is deemed as illegal.

13. 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 children. 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. A **home visit must be carried out by two members of staff**, lone visits to a child's home are not permitted by the Trust. It is expected that child 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.

14. 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.

14.1 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.

14.2 Who has parental responsibility?

A child's birth mother 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 or by registering the child's birth jointly with the mother they each have parental responsibility for the child.

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.

People who are not the child's biological mother, father or second female parent can also acquire parental responsibility. Civil partners have parallel rights to married people in terms of parental responsibility.

15. 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, consent to a school trip, participating in statutory activities such as parent governor elections or being informed about meetings involving the child (exclusions, etc).**

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.

In cases where schools cannot resolve the conflict between separated parents, they should advise the aggrieved parent to pursue the matter through the family court.

16. 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.

16.1 Medical treatment – seeking consent following accident or injury

The Children Act 1989 allows 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 in the case of a medical emergency for a child.

16.2 Elective Home Education and parental consent

Keeping Children Safe in Education 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 there is no agreement, then school should contact the EHE department at the LA for further advice.

17. 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 first time they walk through the school gates to the day they leave the school. We will work with local agencies to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

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

- Are disabled or have certain health conditions and have specific additional needs.
- Have special educational needs and/or disabilities (whether or not they have a statutory EHCP).
- Have a mental health need.
- Are young carers.

- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Frequently are missing/go missing from education, home or care.
- Have experienced multiple suspensions, are at risk of being permanently or in Alternative Provision or a Pupil Referral Unit.
- Are at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have a parent or carer in custody, or is affected by parental offending.
- Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Are misusing alcohol and other drugs themselves.
- Are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Are privately fostered.

18. Safer recruitment

We will follow relevant guidance in Keeping Children Safe in Education September (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training.
- 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 JMAT who have access to children have been checked as to their suitability, this may include an online search for shortlisted candidates during the recruitment process.
- We will ensure that all staff and volunteers have read the JMAT Staff Code of Conduct and understand that their behaviour and practice must be in line with it.
- Each school will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members (this includes contractors and supply staff). Further information about the SCR can be found on the JMAT Safer Recruitment Policy.
- **Key staff involved in recruitment in schools will have regular Safer Recruitment training, at least every 3 years.**

19. 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 adults working in school will be provided with a copy of the relevant Staff Code of Conduct at induction, to include guidance on physical intervention. 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 physical intervention must be adhered to.

If staff, visitors or volunteers 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 location 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.

20. 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. **Partners from health, social care and the police will not be required to show DBS upon arrival in school, but are required to show photo ID.**

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.

21. Home visits by school staff

If a home visit becomes necessary to ascertain the whereabouts of a child or follow up on a safeguarding concern, the visit must:

- Involve two members of school staff (paired visit), **one of whom should be a DSL, Deputy DSL or SLT member.**
- Staff should ensure they take phones and/or alarms.
- Ensure that staff sign in/out of school.
- Home visit and any interactions must be recorded on the child's chronology on Recordmy.

If there are concerns about conducting a home visit - a dynamic risk assessment will be undertaken (e.g., if there have been previous concerns with aggression, domestic abuse, mental health issues, etc).

22. Transporting children in staff cars

The guiding principle should be that transporting children/young people in staff cars should be the exception to the rule rather than the norm, unless it is an accepted part of a member of staff's role and included in their job description.

Any journeys undertaken should always be authorised by the headteacher, be planned, absolutely necessary and not undertaken on an ad hoc basis. In certain circumstances children may need to be transported in an emergency situation, however it is anticipated that these instances would be rare.

In situations where staff are required to transport children in their own vehicles, they must ensure they:

- Have an appropriate valid driving license.
- Are insured for the journey (Business Use).
- Have valid MOT certificate and road tax.
- Have checked the vehicle is in a roadworthy condition.
- Meet minimum eyesight standards for driving.
- Have no medical condition including the taking of medication or infirmity that may affect their ability to drive safely.
- The car is equipped with the appropriate car seats in line with legal requirements for age/weight/height of a child(ren).

Parents must give their permission for children to be transported in a staff member's vehicle, where this necessary. Every effort should be made to gain written consent but where this not practically possible; details of the verbal consent should be recorded on RecordMy. If consent is not obtained, transportation should not be permitted, unless in an emergency.

A risk assessment should be completed for transporting children, this includes behaviour or medical issues (child), safety features such as car risks, child locks, etc and other risks and mitigations.

22. Staff suitability

JMAT must ensure that staff and volunteers providing care for children under the age of eight are not disqualified from doing so under the Childcare (Disqualification) Regulations 2006. **All members of staff in JMAT schools who work with children will complete a Staff Childcare Disqualification Form.** A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.

- Have committed certain offences.

23. Managing allegations against staff (including governors, volunteers, supply teachers and agency staff)

JMAT promotes an open and transparent culture in which all allegations or concerns about staff 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 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. If the allegation concerns the headteacher, the person receiving the allegation will immediately inform the Chair of Governors.

Any allegations or concerns against staff members will be dealt with in accordance with the JMAT's Allegations of Abuse Against Staff Policy and the JMAT Low-Level Concerns Policy.

24. Communication and confidentiality

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

Working Together to Safeguard Children 2023 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 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 children 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 child, staff members will not promise the child 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 child involved.

Discussions with parents will not take place where they could potentially put a child 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.

Where it is in the public interest, and protects children 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, **in line with advice from the Information Commissioner's Office.**

25. Training and Induction

When new staff, volunteers or regular visitors join JMAT they will be informed of the safeguarding arrangements in place. They will be given a copy of the JMAT Safeguarding and Child Protection Policy along with the Staff Code of Conduct. 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, **neglect and exploitation**, 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' and will be expected to read this, governors are expected to read Parts One and Two.

All staff members will receive regular safeguarding and child protection training on specific issues as required (including mandatory training renewed every 3 years), at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All regular visitors and volunteers are informed who the DSL and deputy DSL are and what the recording and reporting system is for safeguarding concerns.

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 DSL training 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.

All school governors must also undertake training, appropriate to their role, 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. The DSL will also provide regular safeguarding updates for staff.

26. Whistleblowing policy

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.

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

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

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

27. Roles and responsibilities

27.1 The Board of Trustees/Governing Boards

The Board of Trustees/Governing Boards of JMAT are accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Board of Trustees/Governing Board takes collective

responsibility to safeguard and promote the welfare of our children, we also have a named Safeguarding Trustee/Governor who champions safeguarding within JMAT and its schools.

The Board of Trustees/Governing Boards 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 DfE advice and guided by the Local Safeguarding Partnership's policies and procedures.
- Staff members have due regard to relevant data protection principles which allow them to share personal information, in accordance with UK GDPR.
- The schools in JMAT contribute to inter-agency working in line with [Working Together to Safeguard Children \(2023\)](#).
- JMAT has due regard to the [Prevent Duty Guidance 2023](#), 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.
- 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 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' and the Staff Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education and local safeguarding partners online child protection procedures.
- Safer recruitment practices are followed in accordance with the requirements of Part Three of 'Keeping Children Safe in Education'.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children.

27.2 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 Deputy Designated Safeguarding Lead (DSL) in their absence to ensure there is always cover for the role.
- Ensuring that the policies and procedures adopted by JMAT, particularly concerning referrals of cases of suspected abuse, neglect **and exploitation**, 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 (RecordMy) accurately and in a timely manner.
- Liaising with the LADO and Children's Social Care in the event of an allegation of abuse being made against a member of staff.
- Ensuring that all new staff and other adults working in school, upon induction, are provided with the Safeguarding and Child Protection Policy, relevant Code of Conduct, Part One of the latest 'Keeping Children Safe in Education' guidance, and the identity of the DSL and any deputies.

27.3 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- Carry out their role in accordance with the responsibilities outlined in Annex C of 'Keeping Children Safe in Education'.
- 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.
- 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.
- Undertake regular DSL training every two years. Additionally, the DSL will receive regular updates to safeguarding training via forums, e-bulletins, e-learning, etc.
- Undertake Prevent awareness and Channel training every two years, and ensure that staff receive Prevent training at induction.
- Work with the Trust Safeguarding Lead, to carry out regular safeguarding audits to ensure compliance with all statutory requirements/guidance (s175/s157) and best practice as defined by DfE/Ofsted.
- Through appropriate training, knowledge and experience, liaise with children's social care and other agencies where necessary, and make referrals of suspected abuse to children's social care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.
- **Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions, including instances where referrals were or were not made to another agency such as children's social care, Prevent, etc.**
- When a child leaves school, make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. The DSL will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- Ensure that all staff members and volunteers are aware of our policy and the procedure they need to follow.
- Ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level

All school staff must be aware that if the DSL or a deputy DSL is not available, they should seek out a member of the SLT to discuss their concern with, or contact children's social care to seek advice.

28. Implementing procedures for reporting abuse

JMAT will ensure that all schools:

- Have a member/s of staff who will act in the DSL's absence who have also received multi-agency training, and who will be familiar with the procedures to follow.
- Ensure each school in the JMAT has a nominated governor responsible for safeguarding, **including online safety**, who has been appropriately trained.
- Ensure all staff, volunteers and governors understand their responsibilities in being alert to the signs of abuse, neglect **and exploitation** 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 children's social care is notified immediately if there is an unexplained absence of any child 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.
- Ensure all staff understand the responsibility to safeguard children requires that we all appropriately share any concerns that we may have about 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, Child on Child 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 which support safeguarding – this should include the safeguarding policy, staff behaviour, the identity of the Designated Safeguarding Lead and 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 child 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.

29. Supporting children who have been abused

JMAT will ensure that all schools:

- Recognise that a child who is abused, who witnesses violence or abuse or who lives in a violent or abusive environment may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth ([Working Together To Safeguard Children 2023](#)).
- 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 children's social care.
- Ensure the DSL attends case conferences, core group, CIN and TAF meetings as necessary.
- Implement a Personal Education Plan (PEP) for all Children who are Looked After (CLA).

30. 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 feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Develop effective working relationships with all other agencies involved in safeguarding children such as Social Care, the Police, and Child and Adolescent Mental Health Services (CAMHS).
- Ensure that each school has 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.

31. Use of the school premises for non-school activities/extra-curricular activities

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements

are in place to keep children safe and that those providers meet the guidance in the DfE's guidance 'Keeping Children Safe in Out of School Settings' from April 2022.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

The school will ensure safeguarding requirements are included in the lease or hire agreement/contract, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

If the school receives allegations related to an incident that 'happened when an individual or organisation was using their school premises for the purposes of running activities for children...the school should follow Trust safeguarding policies and procedures, including informing the LADO'.

32. When to call the police

When to call the police addresses criminal activity, rather than safeguarding issues, which are addressed separately 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 relationships and behaviour policy and codes of conduct will give further guidance on how to deal with and record such incidents.

For example, it is a criminal activity to leave a child alone in the home at the age of two. There's no legal age a child can be left home alone, but it's against the law to leave a child alone if it puts them at risk. In this situation, the DSL or headteacher should report this occurrence to the police directly and immediately.

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.

33. Relevant policies

To underpin the values and ethos of the JMAT and our intent to ensure that children 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
- Relationships and Behaviour
- Managing Allegations against Staff
- Child on Child Abuse
- Physical Intervention Policy (including use of reasonable force and searching of pupils)
- Safer Recruitment
- Mobile Phone
- Whistle-blowing
- Attendance
- Online Safety
- Social Media
- Meeting the needs of pupils with medical conditions
- Intimate Care
- Educational visits including overnight stay

34. 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.

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. 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 or 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.