



Safeguarding and Child Protection Policy 2025

Date of next review: September 2026

Designated Safeguarding Lead:	Laura Herrick lherrick@asachelt.org
Deputy Designated Safeguarding Lead:	Jamie Newstead jnewstead@asachelt.org
Deputy Safeguarding Lead:	Beth Walton bwalton@asachelt.org
Principal:	Benjamin Williams bwilliams@asachelt.org
Safeguarding Trustee:	Shona Riddell sriddell@asachelt.org

Links to other policies: Attendance Policy, Staff Conduct and Safer Working Practices Policy, Anti-Bullying and Abuse Policy, Confidential Reporting (Whistle Blowing) Policy

Introduction

The policies of All Saints' Academy, with its distinctive Anglican and Catholic foundation, exist to support the Sponsor's vision, ethos and values that are embedded in the day-to-day and long-term running of the Academy. Each policy evidences the commitment of the Sponsor to developing Body, Mind and Spirit.

This policy should be read alongside the Staff Conduct and Safe Working Policy, which sets out the Academy's protocols for staff working with students both within the Academy and during activities off-site.

The policy was drawn up in accordance with and informed by and complies with the DfE publication: Keeping Children Safe in Education – Statutory guidance for schools and colleges (September 2025) [Keeping children safe in education 2025](#)

and with

- Working Together to Safeguard Children (2023) [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)
- The Prevent Duty Guidance for England and Wales (2023)

The Policy will be reviewed annually.

This policy can be made available to parents upon request and is published on the Academy website.

This policy can be made available in larger print or other accessible format if required.

Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice. We consider at all times what is in the best interest of the child.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Gloucestershire Safeguarding Children Partnership (GSCP): [Welcome to the Safeguarding Procedures Manual](#)

Principles

- Welfare of the child is paramount, and adults always act in the interests of the child.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Students and staff involved in child protection issues will receive appropriate support.
- The principles and reporting procedures of this policy relating to Child Protection will also apply to 'Vulnerable Adults' in our Academy, as parents/carers, siblings, visitors, etc.

Aims

The Policy aims to:

- Ensure that there are effective procedures in place to identify and deal with any child protection issues which may arise including arrangements for handling allegations of abuse against members of staff, volunteers and the Principal.
- Ensure that the Academy develops and implements policies and procedures in accordance with this policy.
- Provide a safe and welcoming environment for all pupils, staff, visitors and parents / carers regardless of age, gender, ability, race, language, religion, culture, disability or SEN or sexual identity.
- Raise the awareness of all staff through effective communication and training.
- Set out the relevant responsibilities

Terminology

Safeguarding and promoting 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
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent / carer refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Adults at Risk or Vulnerable Adults are also protected against abuse by legislation. They are defined as those aged 18 or over who are, or may be, in need of community care services by reason of mental or other disability, age or illness who are unable to care for themselves or unable to protect themselves against significant harm or exploitation. This may include adults with learning difficulties, mental health issues, physical impairments or drug or alcohol misuse.

Purpose of the Policy

To ensure that the Academy has in place:

- i. Clearly identified senior staff to co-ordinate safeguarding and child protection arrangements with specific roles and responsibilities.
- ii. Safe recruitment practices in checking the suitability of staff and volunteers who work with students in line with Section 3 of Keeping Children Safe in Education September 2025. This includes carrying out the necessary checks on the suitability of people serving on the governing body and ensures that other organisations (who provide staff to the Academy or who will work with students on another site) operate appropriate child protection checks and procedures.

- iii. Robust procedures for identifying and reporting cases, or suspected cases, of abuse.
- iv. Systems to support students who have been abused, in accordance with their agreed child protection plan.
- v. A safe environment in which students can learn and develop.

1. Roles and responsibilities

All schools must nominate a senior member of staff to co-ordinate safeguarding and child protection arrangements, the Designated Safeguarding Lead (DSL). The main responsibility is early identification of students at risk and the correct assessment of their level of need. This allows for appropriate support to be offered quickly and can help to avoid escalation of concerns. The Academy has produced an Early Offer of Help using the guidance produced by the Gloucestershire Safeguarding Children Partnership called Gloucestershire Level of Intervention Guidance April 2019.

Appendix 4: Academy Offer of Early Help.

The local authority maintains a list of all designated safeguarding leads (DSLs) for child protection.

Appendix 3: DSL Job Description

The DSL:

- Is appropriately trained to take responsibility for safeguarding and child protection (including online safety and understanding of the filtering systems in place)
- Acts as a source of support and expertise to the Academy community
- Has an understanding of GSCP procedures
- Keeps written records of all concerns, ensuring that such records are stored securely but kept separate from the student's general file
- Refers cases of suspected abuse to children's social care or police as appropriate
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a student with a child protection plan leaves the Academy, their information is passed to their new school and the pupil's social worker is informed
- Attends and/or contributes to child protection conferences
- Co-ordinates the Academy's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood the Safeguarding and Child Protection Policy
- Ensures that the Safeguarding and Child Protection Policy is updated annually
- Liaises with the nominated governor and Principal (where the role is not carried out by the Principal) as appropriate
- Ensures there is a record of staff attendance at safeguarding training

The Deputy Designated Safeguarding Lead is appropriately trained and, in the absence of the Designated Lead, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the Designated Lead, the deputy will assume all of the functions above.

The Board of Trustees ensures that the Academy has:

- A DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- A Safeguarding and Child Protection Policy and procedures that are consistent with GSCP requirements, reviewed annually and made available to parents on request and on the website
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal
- Safer recruitment procedures that include the requirement for appropriate checks
- A training strategy that ensures all staff, including the Principal, receive safeguarding training, with refresher training at three yearly intervals. The DSL should receive refresher training at two yearly intervals. This training will include online safety and an understanding of the expectations in relation to filtering and monitoring.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the Academy's arrangements for safeguarding

The Board of Trustees nominates a member (normally the Chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal.

The Principal:

- Ensures that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively including the assessment of students and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- Ensures that students' safety and welfare is addressed through the curriculum ○ by ensuring that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum by ensuring that appropriate filters and monitoring systems are in place, but that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught online by ensuring that children will be taught to recognise when they are at risk and how to get help when they need it

The Staff:

- All staff, including supply teachers and other visiting staff (e.g. Academy nurses) and those supporting educational visits, will be informed of the Designated Safeguarding Lead's name and the Academy policy for the protection of children: ○ during their first induction to the Academy ○ through the staff policies and procedures. ○ through whole staff training or briefing meetings
- All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, to the Designated Lead or named deputy. If in any doubt staff should consult with the Designated Lead.
- All staff will receive online safety training, which will be fully integrated and considered as part of the whole-school approach to safeguarding, wider staff training and curriculum planning
- Staff members will be supported with their understanding of safeguarding issues and how to deal with them from their induction and throughout their time at the school. Staff members will be encouraged to participate in additional CPD alongside mandatory safeguarding training activities.
- All staff must follow the procedures laid down in Appendix 1 (GSCP Procedure) and Appendix 5

(ASA Reporting A Concern) of this policy and the protocols laid down in the Staff Conduct and Safer Working Practices Policy

- All relevant national and local procedures will be made available for staff reference

All staff must be aware that it is their responsibility to call the register at the start of lessons and to report missing students immediately. Whenever possible, we will have two responsible adults as contacts for a child.

2. Safer Recruitment

The Academy endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education 2025, Safeguarding Children and Safer Recruitment in Education*, together with the GSCP procedures. The Academy will ensure that each appointment panel has at least one member trained in safe recruitment techniques according to current government guidance.

- All applicants will complete an application form.
- All applicants will be vetted. An applicants Identity and required qualifications will be checked along with their Right to work in the UK.
- The necessary safer recruitment checks (Including DBS checks, online searches and a Prohibition from Teaching check) will be carried out on all appointees, volunteers and Trustees. Confirmation that these checks have been completed will be required from employing companies for Agency staff and those providing a contracted services at the Academy.
- Applicants will provide two referees to cover their last 5 years of employment and all references from schools will be obtained from the Principal/Head or an alternative suitable person if this is not possible. References should confirm the applicant's suitability to work with children.
- All applicants will be interviewed by at least two interviewers, of which at least one person will have completed Safer Recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the Academy's Safeguarding and Child Protection policy, and the correct level of safeguarding training will be provided for their role.

All staff will sign to confirm they have received a copy of the Safeguarding and Child Protection Policy. (Appendix 2)

2.1 Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, we will check that effective safeguarding arrangements are in place.

Alternative provision

All Saints' Academy will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the academy will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

3. Identifying and Reporting Cases

3.1 Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, exploitation and neglect.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Children may be vulnerable to multiple harms, including sexual exploitation, criminal exploitation and serious youth violence.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing 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 others (e.g. via the internet). They may be abused by an adult or by another child or children.

3.1.1 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.

3.1.2 Emotional abuse

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

3.1.3 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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as upskirting or involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3.1.4 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food and clothing or 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.

(Definitions taken from Keeping Children Safe in Education September 2025)

3.2 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

All incidents of bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

3.3 Hate Crime

Hate Crime is defined: 'Hate crimes and incidents are taken to mean any crime or incident where the perpetrator's hostility or prejudice against an identifiable group of people is a factor in determining who is targeted.' College of Policing Professional Guidance June 2023. If a criminal offence has been committed the Incident becomes a Hate Crime.

Protected characteristics under current hate crime legislation are named: disability; race; religion or belief; sexual orientation; and gender questioning. Gloucestershire also includes age; gender (sex); and alternative subcultures, eg homeless.

If there is a potential for the incident to be a criminal offence, the procedure notes that Gloucestershire Constabulary should be contacted

3.4 Domestic Violence and Operation Encompass

As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.

In signing up to Operation Encompass the Board of Trustees and Senior Leadership Team:

- endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children's processes.
- recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

3.5 Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is staff responsibility to report concerns, but not to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become uninterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

3.6 Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well-buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical

or psychiatric difficulties. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

3.7 Child-on-Child Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the Academy's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than antibullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. Academy staff will consider the wider context within which incidents / behaviour occur, bearing in mind factors outside the Academy.

The management of children and young people with sexually harmful behaviour is complex and the Academy will work with other relevant agencies to maintain the safety of the whole community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

It is recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support students through our:

- Pastoral System
- PSHE programme
- Behaviour Management Policy, including Anti-Bullying Policy.

In dealing with incidents involving significant child-on-child abuse, including sexual violence and sexual harassment, staff will follow the guidance in KCSIE Sept 2022 pages 104-110.

3.8 Child Exploitation

Child Sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

All suspected cases will be referred by the DSL to Gloucestershire Child Sexual Exploitation Team for support in using screening tool and any subsequent investigation.

Child Criminal Exploitation

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

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

3.9 Online Safety

The Academy complies with the approach to online safety outlined in *Keeping Children Safe in Education*:

'It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

In line with the guidance within *Keeping Children Safe In Education* the Academy has in place:

- An acceptable use of ICT Policy for staff and students
- Remote Education Policy
- Filtering and Monitoring Systems which are monitored daily by ICT support and the Safeguarding Team
- Robust security and access management systems, including Cyber Training for all staff
- A policy which prevents students using mobile phones and smart technology during the day, which helps to reduce opportunities to bully or harass others or to share inappropriate material.
- The use of published guidance for Generative AI will be used to support product safety expectations and to support students and staff to use generative artificial intelligence safely. This guidance explains how filtering and monitoring requirements apply to the use of generative AI in education
- SLT monitor and review the use of ICT systems daily, as well as the effectiveness of filtering and monitoring systems.

3.10 Confidentiality and Sharing Information

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer, including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made, including the rationale of those decisions. This will include instances where referrals were and were not made to another agency, such as LA children's social care or the Prevent program.

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

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on 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 the 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.

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 a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

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. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

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.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

3.11 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency, and the DSL, their deputy, the Principal and the Chair of Governors are all unavailable.
- They are convinced that a direct report is the only way to ensure the student's safety.

3.12 Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. For example, staff will be alert to the possibility that students with SEN needs whose behaviour is being monitored could have safeguarding concerns as well as their Special Educational Need.

To ensure that all students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- special educational needs (with or without a statutory Educational Health and Care Plan)
or is a young carer
- living in a domestic abuse situation
- affected by parental substance misuse, or by themselves
- asylum seekers
- living away from home
- vulnerable to being bullied or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.
- has experienced multiple suspensions, is at risk of being permanently excluded. has a parent or carer in custody or is affected by parental offending
- is frequently missing/goes missing from education, home or care

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats when possible. Families will be offered Early Help where appropriate. Early help refers to support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

3.13 Forced Marriages

The Government's guidelines define forced marriage in the following terms:

'Forced marriage is a form of child/domestic abuse and violence against women'.

[Multi-agency practice guidelines: Handling Cases of Forced Marriage (2009)]

Forced marriage is very distinct from arranged marriage:

'In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses does/ do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' *[The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (2008)]*

Whilst each individual case of forced marriage and attempted forced marriage is often very particular, cases are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse;
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.
- evidence of honour-based violence.

On their own, these characteristics may not indicate forced marriage. However, it is important for the school to be satisfied that where these behaviours occur, they are not linked to forced marriage. If teachers have suspicions or are concerned that a student may be about to be forced into marriage or may be a victim of forced marriage, they should inform the DSL as soon as possible. Normal Child Protection procedures will be followed.

3.14 Female Genital Mutilation

Female Genital Mutilation has been illegal in the UK since 1985, but legislation in 2003 in England, Wales and Northern Ireland, and in 2005 in Scotland, also made it an offence to force a child to undergo Female Genital Mutilation abroad.

Suspensions may arise in a number of ways that a child is being prepared for Female Genital Mutilation to take place abroad. These include knowing that the family belongs to a community in which Female Genital Mutilation is practiced and is making preparations for the child to take a holiday or planning absence from school. The child may also talk about a 'special procedure/ceremony' that is going to take place.

Indicators that Female Genital Mutilation may already have occurred include prolonged absence from school, with noticeable behaviour change on return and long periods away from classes or other normal activities, possibly with bladder or menstrual problems. Some may find it difficult to sit still and look uncomfortable or may complain of pain between their legs or talk of something somebody did to them that they are not allowed to talk about.

Female Genital Mutilation is a form of child abuse. Normal Child Protection procedures will be followed if Academy staff suspect a case of Female Genital Mutilation.

Staff who discover through disclosure that an act of FGM appears to have taken place on a girl under the age of 18 have a mandatory duty to report this to the police. If the teacher has a good reason not to report it immediately, they must discuss the case with the DSL and social care must be involved as appropriate.

4. Taking action

Key points to remember for taking action are:

- in an emergency, staff should take the action necessary to help the child, for example, call 999
- report concern to the DSL by the end of the day
- do not start an investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support if distressed.

4.1 If you suspect a student is at risk of harm

There will be occasions when staff suspect that a student may be at risk, but without any 'real' evidence. In these circumstances, staff should try to give the student the opportunity to talk. The signs noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if they can be helped in any way.

Staff use CPOMs to record these early concerns and discuss the concern with the Designated Safeguarding Lead at the earliest opportunity. If the student does begin to reveal that they are being harmed, you should follow the advice in the section 'If a student discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the Designated Safeguarding Lead at the earliest opportunity.

4.2 If a student discloses to staff

If a student talks to staff about any risks to his/her safety or well-being, the adult must let the student know as soon as possible that they must pass the information on at the earliest opportunity.

During the conversation with the student staff should:

- Allow them to speak freely and ensure they never feel they are creating a problem by reporting abuse or sexual harassment, or violence
- Remain calm and not over-react – the student may stop talking if they feel they are causing upset
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'You are doing the right thing in talking to me.'
- Do not be afraid of silences – remember how hard this must be for the student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student's mother thinks about all this.
- At an appropriate time, tell the student that in order to help them, you must pass the information on.
- Avoid automatically offering any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive, but the child may interpret it that they have done something wrong.
- Tell the student what will happen next. The student may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the Designated Safeguarding Lead if action is needed immediately.
- Log concerns and disclosures on CPOMs using a factual, concise style.
- Seek support if distressed.

4.3 Notifying parents

The Academy will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

4.4 Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

4.5 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 halfsiblings 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.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern day slavery.

Academies have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

Academy staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The Academy itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the Academy, we will take steps to verify the relationship of the adults to the child who is being registered.

5. The Prevent Duty

The duty to actively promote 'Fundamental British Values' has been live from 1st July 2015. This was first set out by the government in the 'Prevent' Strategy in 2011.

The Counter Terrorism and Security Act 2015 has introduced the Prevent Duty for various bodies including all FE colleges, adult education providers and independent learning providers with SFA funding or with over 250 students enrolled.

The Prevent Duty has "the need to prevent people from becoming terrorists or supporting terrorism" Anti Terrorism and Security Act 2015: Schedule 3, Section 21.

What is our responsibility?

- Assess the risks of people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- All staff to actively promote British values.
- Raise awareness of the Prevent duty and British values to all staff and learners.
- Establish a reporting procedure for all concerns relating to people being drawn into terrorism.

What is Extremism?

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy, 2011).

What is radicalisation?

Radicalisation is defined as the process of a person legitimising support for, or use of, terrorist violence.

What are British Values?

British Values are defined as “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”; institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Vulnerability / risk indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people / young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual’s identity determines their vulnerability to extremism. The following factors may increase an individual’s vulnerability:

- Identity crisis – Being distanced from cultural and or religious heritage and uncomfortable with their place in the society around them.
- Personal crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
- Personal circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – Perceptions of injustice; feelings of failure; rejection of civic life.
- Criminality – Experiences of imprisonment; poor resettlement / reintegration, previous involvement with criminal groups.

5.1 Procedures for reporting concerns

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the person supports terrorism and/or extremism, must be reported to the named Designated Safeguarding Lead immediately and no later than the end of the working day. (Same procedure as Safeguarding)

Key contact details

- Academy Designated Safeguarding Lead
- Home Office helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).
Email: counter.extremism@education.gsi.gov.uk Telephone 020 7340 7264
- Police : Telephone 101 (999 in emergency)
- Support, Training & Advice Gloucestershire PREVENT Partnership Board Coordinator Tel: 01452 888766 , Email: jayne.putland@glosfire.gov.uk

6. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Advice and guidance can be found in KCSIE.

7. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

8 Complaints Procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. The Complaints Policy is available on the website.

8.1 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Confidential Reporting (Whistleblowing) Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Trustees.

8.2 Staff who are the subject of an allegation

KCSIE 2023 sets out guidance which has two sections covering the two levels of concerns and allegations:

Concerns/allegations that may meet the harm threshold:

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

When an allegation that may meet the harm threshold is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Principal. Allegations against the Principal should be reported to the Chair of Governors.

The Academy follows the approach set out in the Summary of Allegations Management flow diagram issued by GSCP.

The response to an allegation:

- Looking after the welfare of the child – the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority
- Investigating and supporting the person subject to the allegation – the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, the Academy will:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently, and
- provide effective protection for the child and support the person subject to the allegation

2. Concerns allegations that do not meet the harm threshold – referred to for the purposes of this policy as ‘low-level concerns’.

The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.
-

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

The Principal should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that the Principal may wish to consult with the DSL and take a more collaborative decision-making approach.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the Principal/DSL should consult with their LADO.

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

9 Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Principal (unless the Principal is the DSL) and governors will receive training that is updated at least every three years and the DSL will receive training updated at least every two years, including training in inter - agency procedures. Supply staff and other visiting staff will be given the Academy's Visiting Staff Leaflet (see: appendix 6). Staff will receive Keeping Children Safe in Education Section DFE Guidance each year and The Prevent Duty DFE Guidance, either as a paper copy or as an email attachment. Staff will be made aware of the linked websites that offer current DFE Guidance on the following issues.

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Staff will receive annual training about guidance in the Staff Conduct and Safer Working Practices Policy.

9.1. Good Practice Guidelines

To meet and maintain our responsibilities towards students we need to agree standards of good practice. Staff are expected to maintain the Code of Conduct and adhere to the following principles.

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the students' permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.

9.2 Abuse of trust

All Academy staff are aware that they are in a position of trust and inappropriate behaviour towards students, whatever their age, is unacceptable. Staff are aware that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

9.3 Allegations against Staff

GSCP Guidance

The Academy will adopt the Local Authority Code of Conduct for Academy staff accused of child abuse. All staff will adhere to this code of conduct and the Department for Education guidance 'Dealing with Allegations of Abuse against Teacher and other Staff'. See Gloucestershire Safeguarding Children Partnership Safeguarding Children handbook at www.gscb.org.uk for further details).

Whistleblowing

The Academy's Confidential Reporting (Whistleblowing) Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Reasons for Allegations

The procedure below is followed when staff or volunteers have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student
- Possibly committed a criminal offence against or related to a student
- Behaved towards a student in a way that indicates that he or she would pose a risk of harm if he or she worked regularly or closely with children.

All staff, governors and volunteers have a responsibility to familiarise themselves with this procedure so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

Confidentiality

The Academy will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The Academy will liaise with the Local Authority Designated Officer (LADO), police and social care services as to managing confidentiality as appropriate

Procedure

Procedure for managing allegations against staff (including volunteers and the Principal)

- An allegation made against teachers and other staff (including volunteers who work with students) must be reported immediately to the Principal. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Principal or if that is not possible to pass details of the allegation to the Principal immediately.
- Where the allegation is made against the Principal, the person must immediately inform the Chair of Governors, or in his/her absence the Nominated Governor for Child Protection, without first notifying the Principal.
- If the allegations involve the Designated Safeguarding Lead or the Chair of Governors, the person must immediately inform the Principal without first informing the DSL or the Chair of Governors.
- The LADO will be informed of all allegations which appear to meet the above criteria
- The Principal, or Chair of Governors, will discuss the matter with the LADO and where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The Academy will act in accordance with advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.
- The Academy may take action in the event of allegations against staff in accordance with its disciplinary procedures. Consideration will be given before suspending a member of staff due to an allegation that has been made against them. It may be that the Academy chooses to provide an assistant to be present with the member of staff; redeploys the member of staff to alternative work that does not involve unsupervised work with children; moves the child to another class; redeploys the member of staff to another role in a different location.
- If the member of staff (including a volunteer or governor) is deemed unsuitable to work with children and the Academy ceases to use their services, the Academy will make a detailed and prompt report to the Disclosure and Barring Service within one month of the member of staff, volunteer or governor leaving the Academy.

9.4 Suspension

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the Academy is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation.

If suspension is deemed appropriate, the reasons and justifications will be recorded by the Academy and the individual will be notified of the reasons usually within one working day.

Duty of Care

The Academy recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this. A representative will be appointed by the Academy to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

Record keeping

The Academy will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. The Academy will provide the accused person with a copy of the record following consultation with the appropriate agencies and once agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

Malicious or unfounded allegations

The Principal will consider whether to take action in accordance with the Academy's Behaviour Policy where an allegation by a student is shown to be malicious or deliberately invented.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in references.

Timescales

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation.

Support for Staff

Receiving a disclosure or observing signs of abuse can be very distressing. All staff should discuss their feelings with the Designated Safeguarding Lead or other senior member of staff.

Members of staff may be asked to attend a safeguarding student case conference for which they should provide a report. Staff involved will be helped by the DSL to provide relevant information.

Any member of staff who is concerned about involvement in safeguarding student issues can discuss the matter with the Principal.

9. Working with Parents/Carers

- Parents/ carers play an important role in protecting their children from abuse. The Academy is required to consider the safety of the student and should a concern arise the DSL has the responsibility to seek advice prior to contacting parents/carers.

- The Academy will work with parents/carers to support the needs of their child.
- The Academy aims to help parents/carers understand that the Academy has a responsibility for the welfare of all students and has a duty to refer cases to the appropriate Local Authority department in the interests of the student.

10. Missing Students

Occasionally students may 'go missing' for a variety of reasons. The Academy will use the following procedures:

- Registers must be taken at the start of every lesson and any absentee must be reported to the Academy Office immediately via email
- The Academy Office will check the registers to establish if the student has been registered that day, and whether he/she has been reported sick
- The Academy Office will check if parents/carers know the student's whereabouts
- If the student appears to be missing the Academy Office will inform the relevant Pastoral Manager immediately.
- The Pastoral Manager will institute an Academy search by pastoral/site staff
- The Pastoral Manager will inform the Principal if the student is not found
- If the student is not discovered within the hour the Principal will determine any further action and will authorise the Pastoral Manager to inform the police if appropriate
- The Principal will inform the parents/carers, save where informing parents increases the risk of the student suffering significant harm
- Once the police are involved the Academy will follow the directions of the police officer in charge.

11. Action to be taken when a student transfers to another school/academy

In the event of a student, who is being dealt with under the Academy's child protection procedures, transferring to another school or academy, the Academy will:

- find out the name of the receiving school or academy (and, where appropriate the local authority)
- contact the relevant member of staff at that school/academy to discuss the transfer
- send all information (including the child protection file) relating to the student to the receiving school/academy as soon as possible (and where relevant the local authority)
- check with the receiving school/academy that the student has actually arrived there on the expected day
- inform all relevant agencies of the transfer.

12. Children Absent from Education

A child absent from education is a potential indicator of abuse, neglect and/or exploitation. Staff will follow the Academy procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

The Academy will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out by their parents and are being educated outside of the school system e.g. Home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age,

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority will be notified when a pupil is deleted from the Academy's register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The Academy will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period.

13. Training

- The Academy has a commitment to training and attendance at inter-agency child protection/safeguarding meetings. Time will be given to enable this commitment to be met
- The DSL will receive relevant training at least every two years in child protection and interagency working
- All staff (full or part-time, permanent or temporary and voluntary) and the Principal will receive relevant training and up-dating at least every three years
- All new members of staff (including volunteers) will undergo an induction that includes familiarisation with the Academy's Safeguarding and Child Protection Policy and identification of their child protection training needs
- Training will be organised by the DSL following a programme drawn up by the Principal in consultation with the DSL, and agreed by the Governing Body
- The DSL will be expected to cascade learning to the wider staff group via meetings and any other appropriate methods.

14. Case conferences and core group meetings

The Academy has a commitment to attendance at inter-agency child protection/safeguarding meetings.

- A member of staff may be required to attend a Child Protection/Safeguarding case conference. The member of staff should prepare a report to present to the Case Conference chair at the start of the meeting, who will gather all information and assess the risks.
- If a student's name is placed on the local Child Protection Register, a Core Group will be agreed in accordance with the Local Authority procedures. All Core Group members meet regularly (at least monthly) to monitor and progress the Child Protection Plan and Core Assessment. The Academy will give priority to attendance at these meetings.

15. Equal Opportunities

The Governing Body, Principal and staff will take into account the Academy's equal opportunities policies when discharging their duties under this policy.

16. Monitoring and Review

16.1 The DSL will liaise regularly with the Principal and will monitor the working of the policy and will report as required to the Nominated Governor.

16.2 The Principal will report to the governing body annually on the working of the policy.

16.3 The Governing Body will undertake an annual review of the Academy's Safeguarding and Child Protection Policy and procedures and the efficiency with which the Academy's duties have been discharged. In the event that any deficiencies or weaknesses are identified these will be remedied without delay.

16. Date of next review

September 2026

Signed: _____
Chair

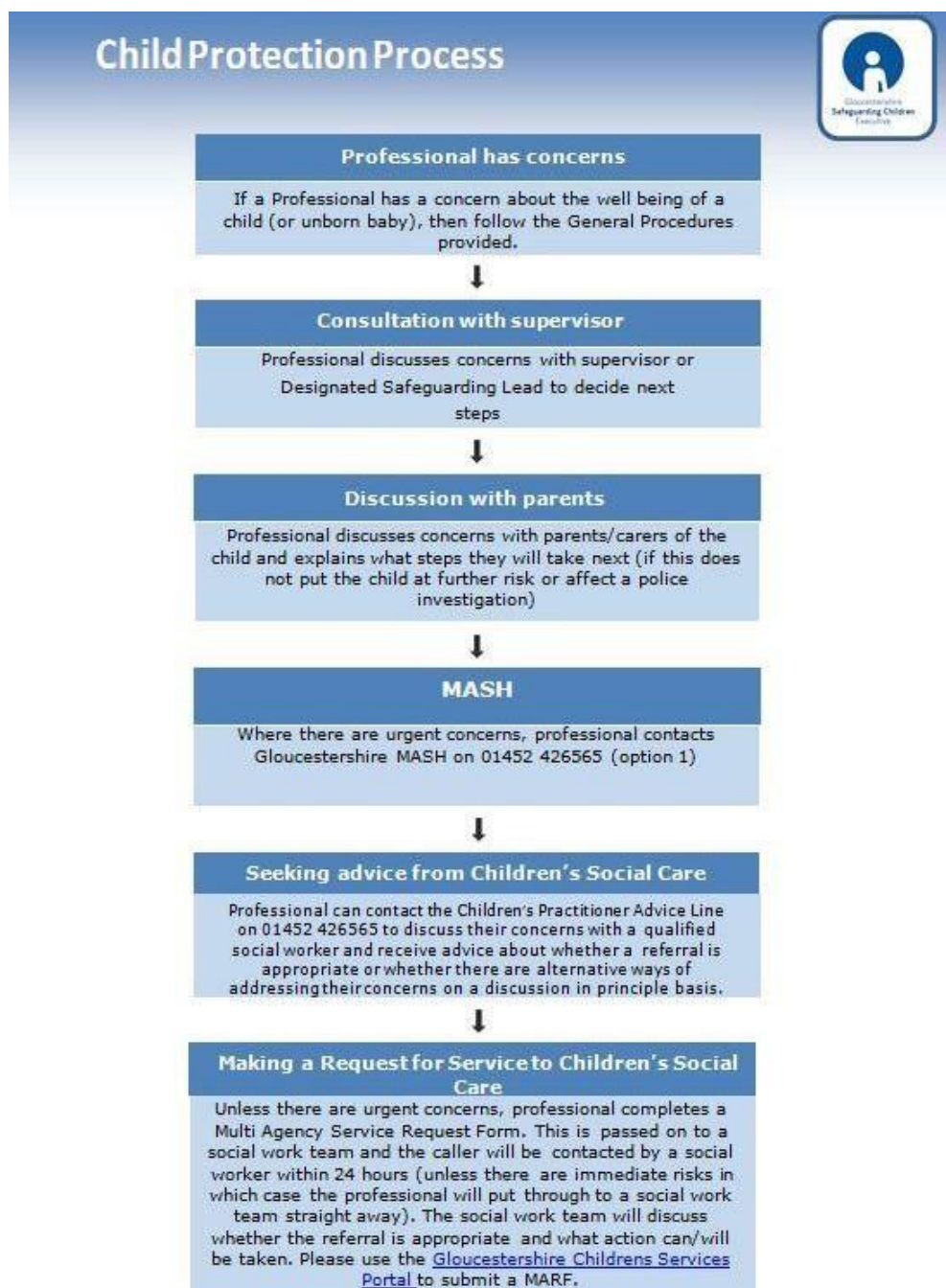
Date: _____

Appendix 1 - Procedure where abuse is suspected/disclosed:

Any member of staff who by virtue of a student's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the DSL within the educational setting.

If a student begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the student is trying to say. No promise of confidentiality should be made.

The DSL should briefly and accurately record the concern and the student's comments in writing and then follow the process below (from GSCP Procedures).



Appendix 2



Staff Confirmation of receipt of Safeguarding and Child Protection Policy

Name:	
Date of joining school	
Post	
Date of induction	
Name and designation of staff member responsible for induction:	
I confirm that I have received and read the Safeguarding and Child Protection Policy. I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a student has been explained to me.	
Signature	
Name	
Date	
Please sign and return this form to the Designated Safeguarding Lead	

Appendix 3 - JOB DESCRIPTION – DESIGNATED SAFEGUARDING LEAD

Vision and Purpose

1. To lead in facilitating the development of safeguarding and child protection policies, training and guidance for the Academy, ensuring that the Safeguarding and Child Protection Policy is reviewed annually by the Governing Body.
2. To undertake appropriate Child Protection Training every 2 years in order to:
 - a. Understand the assessment process for providing Early Help and intervention e.g. through locally agreed common and shared assessment processes such as early help assessments.
 - b. Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so.
 - c. Ensure each member of staff has access to and understands the Academy's Safeguarding and Child Protection Policy and procedures, especially new and part time staff.
3. To receive and coordinate referrals, arranging action and reviewing services for children and families.
4. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school that the child may attend.
5. To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and /or suffering significant harm.
6. To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements)
7. To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
8. To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned from planning and intervention meetings are successfully carried out and monitored.
9. To liaise with the Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
10. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
11. To ensure that the setting is always presented positively within and beyond the setting and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the Academy may have taken to protect them.

Accountability

1. Work closely with commissioning Children and Families Social Worker along with developing links with and utilising resources of the community as part of agreed plans for children.

2. Attend and participate in Child Protection Conferences and Review Meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
3. Plan and complete professional assessment of need and risk in respect of parents and carers using the Department of Health and the LA criteria for Children in Need and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the setting.
4. To maintain confidentiality at all times.
5. To contribute to service development, including responsibility for the delivery of new staff safeguarding induction and arrangements for staff training.
6. To liaise and coordinate within own setting and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations within the setting.
7. Identify vulnerable children within the setting and ensure staff are made aware of who these children are.

General Duties

1. To undertake such other duties, training and /or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
2. To ensure that Section 175 Audit published by Gloucestershire Safeguarding Children Board is completed annually, returned by the deadline and reviewed regularly.

Appendix 4 - All Saints' Academy Early Help Offer

All Saints' Academy is committed to safeguarding young people and promoting their welfare. We ensure that students at risk are identified at the earliest possible stage and that we work with them, their families and outside agencies, in a coordinated manner, to prevent the risk reaching a crisis point. Students have different levels of need at different times across a range of situations and it is important to take all needs into consideration when determining support required and professionals to be involved. The aim of Early Help is to clearly identify when and how students can be supported and safeguarded to ensure their needs are met whatever level.

This table identifies levels of need, how the Academy provides a service or works with others services and what community provision is available to ensure there is a coordinated, early and effective response. The information in this offer has been set out in line with the Windscreen Diagram of the Continuum of Need on the GSCE website.

Students' Need	School Provision	Community Provision
1. Universal Students are making good progress and needs are being met at home and school with no additional needs.	Students experience a balanced curriculum which focuses on the development of mind, body and spirit. A strong PSHE programme set within the context of developing personal qualities linked with Gospel values ensures all students are able to learn about safeguarding themselves, core values and support available in the Academy and beyond. Students are organised in House Tutor groups with a tutor assigned to each which gives them the opportunity to have effective adult support every day.	www.glosfamilies.org.uk have a list of services accessible without a referral or assessment.
2. Additional a. Students needing some additional support which may be related to health, educational or social development A b. coordinated response through a multiagency assessment (My Plan) using a Team Around the Child meeting (TAC) to assess and address needs	Attendance and Educational Welfare Officer monitors attendance and follows up on serious concerns, working with pastoral staff and outside agencies to support families to reduce barriers. Tutors and other staff monitor the well-being of students, particularly focusing on changes in mood, appearance and ATL. Concerns are raised at weekly meetings of Year Team and are referred to DSL, SENCO or SLT as appropriate. If concerns persist and are varied, a TAC meeting will be called by a lead professional, drawing on the expertise of outside agencies as appropriate. The oversight of these meetings will be held by VP Pastoral or Progress Leader for the student. All students are informed about the 'Blue Sticker' information produced by GSCB, which list numbers that young people can ring if they feel they need support but would prefer to self refer. These numbers are in the Student Handbook.	As above as well as: • School Nursing Service • TIC Counsellors • Families First • Youth Support Team • Targeted Support Team • Winston's Wish • Hospital Education • GCSB • Educational Entitlement and Inclusion Team • Infobuzz • Speech and Language Therapy Service • Virtual School • Edge of Care Team • PCSOs

3. Intensive	Designated Safeguarding Lead requests Social Care involvement through the Multi Agency Service Request Form. These are followed up and Academy staff respond by contributing to discussion of and planning for meeting the needs of the student with other agencies, whether My Assessment/My Plan +/- Child in Need Plans or Child Protection processes. Academy staff attend Core Groups when requested. SENCO refers to agencies regarding Special Educational Needs or to request for Ed Psych assessment.	As above as well as: • Children's Social Care • Police (telephone 101) • Specialist Health Services • Advisory Teaching Service • Educational Psychology Service • Children Centre's • Paediatricians
4. Specialist Students are at immediate risk of significant harm. This is the most urgent category requiring an immediate referral to social care or intensive specialist service as there are serious concerns over health care or development of children.	Designated Safeguarding Lead requests Social Care involvement through the Multi-Agency Service Request Form emailed directly to the Gloucestershire Children's Safeguarding executive. DSL contacts the relevant community provision.	As above as well as: • Gloucestershire Domestic Abuse Service • Police (Tel 999) • Multi-Agency Safeguarding Hub • Gloucestershire's Children's Helpdesk • Emergency Duty Team

Levels of Intervention act as a guide to professional decision-making and are there to ensure that students and their families are able to access the right support to improve life chances and keep students safe. They should not be seen as a barrier but a clear continuum across the levels of need and appropriate support to meet that need.

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

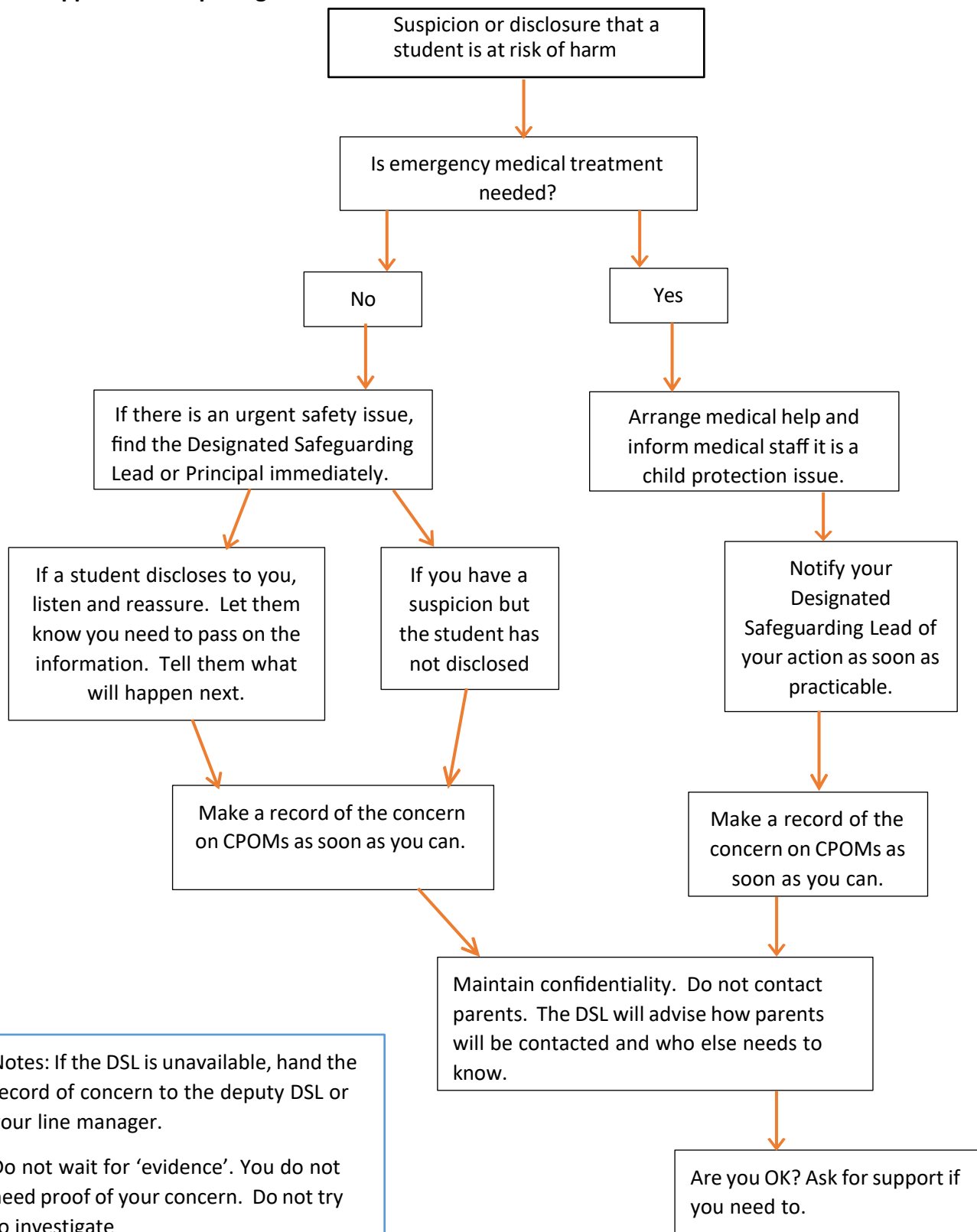
- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

All Saints' Academy will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL/DDSL.

Appendix 5 - Reporting a concern flowchart



Notes: If the DSL is unavailable, hand the record of concern to the deputy DSL or your line manager.

Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate