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Trust or School Policy:	School

Greatwood Community Primary and Nursery School Safeguarding – School-Specific and Child Protection Arrangements 2023

Contents:

1.	Statement of intent	2
2.	Legal framework and Guidance	2
3.	Key Staff and Contacts:.....	3
4.	Duties and Responsibilities	4
5.	Children and Young People who may be particularly vulnerable.....	5
6.	Children with special educational needs or disabilities	6
7.	Allegations against staff or volunteers	6
8.	Staff training	7
9.	Safer Recruitment.....	7
10.	Volunteers.....	7
11.	Contractors	7
12.	Site Security.....	8
13.	Extended school and off-site arrangements	8
14.	Teaching our pupils about safeguarding.....	8
15.	Child Protection Procedures	9
16.	Recognising abuse.....	9
17.	If you are concerned about a pupil's welfare	9
18.	If a pupil discloses to you	10

19.	Notifying Parents	10
20.	Confidentiality and Sharing Information	11
21.	Early Help	12
22.	Referral to Children’s Social Care	12
23.	Escalating Concerns	12
24.	Specific Safeguarding and Child Protection Issues	13
25.	Child Abduction and Community Safety Incidents.....	13
26.	Children and the Court System	14
27.	Children Missing or Absent from Education	14
28.	Children with family members in prison	14
29.	Early Help	12
29.	Child Criminal Exploitation (CCE)	14
30.	Child Sexual Exploitation.....	15
31.	Online Safety	
32.	County Lines.....	17
33.	Domestic Abuse	17
34.	Homelessness	17
35.	So-called ‘honour-based’ abuse (including FGM and Forced Marriage)	18
36.	Preventing Radicalisation	18
37.	Children with sexually harmful behaviour	Error! Bookmark not defined.
38.	Sexual Violence, Abuse and harassment	19
39.	Child-on-Child abuse	208
40.	Private fostering arrangements	21
41.	Looked after children	21
42.	Work experience.....	21
43.	Children staying with host families – homestay during exchange visits.....	21
44.	Searching, Screening and Confiscation	21
	Appendix One – Four Categories of abuse	23
	Appendix Two: Concerns Flowchart	25
	Appendix A - Document Control Sheet.....	26
	Revisions	27
	Appendix A DSL Job Description	

1. Statement of intent

This document sets out the arrangements for Safeguarding and Child Protection at add school name. Add school name is committed to Safeguarding and undertakes a whole school approach to safeguarding, developed through listening to and working **in collaboration** with, pupils, parents, staff, local safeguarding partners, and external sources of support to develop and implement robust effective procedures which promote the well-being of pupils.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

For the purpose of this document the following terminology should be considered:

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

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 Academy, full-time, or part-time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the Academy.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults in a parenting role, such as stepparents, foster carers and adoptive parents.

Victim, Alleged Perpetrator, Perpetrator

'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. Academies: should be prepared to use any term the child feels most comfortable with when managing an incident. 'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but Academies should think carefully about what terminology it uses (especially in front of children). It must be recognised that in some cases, abusive behaviour can be harmful to the perpetrator too. Academies should decide what's appropriate and which terms to use on a case-by-case basis

In instances where discipline of perpetrators is necessary, the DSL must take the lead role. Academies can take disciplinary action even while other agencies may be investigating. Academy conclusions may be their own. DSLs must consider these on a case-by-case basis.

2. Legal framework and Guidance

This document forms part of the integrated safeguarding portfolio and should be read alongside:

- Northern Star Academies Trust: Safeguarding Policy;
- Northern Star Academies Trust: Managing Allegations Policy;
- DfE Keeping Children Safe in Education – September 2023;
- Working Together to Safeguard Children – July 2018
- Sexual Violence and sexual harassment between children in schools and colleges DfE May 2021
- Promoting and Supporting Mental Health in schools and colleges DfE June 2021
- Local arrangements for managing allegations issued through the relevant Local Safeguarding Partnership;
- The Children Act 1989 and 2004;
- The Children and Social Work Act 2017;
- The Education Act 2002;
- Covid-19 safeguarding in schools, colleges, and other providers 2020
- Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty
- [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

3. Key Staff and Contacts:

As of 1st September 2023

Name	Role
Jonelle Yeoman	Headteacher
Jonelle Yeoman	Designated Safeguarding Lead
Rebecca Carter	Deputy Designated Safeguarding Lead
Charlene Finch	Prevent Duty Lead
Susan Smith	Senior Lead for Mental Health
Thomas Finch	E-Safety Officer
Jonelle Yeoman	Designated Teacher for Looked After Children/ Previously Looked After Children
Susan Smith/Jennie Paul	Attendance Officer

**All the above can be contacted via the School Main Office on Tel: 01756 793609
or Email: admin@greatwood.nsat.org.uk**

Other Useful Contacts

Agency Contact	Contact details
NSAT Safeguarding Lead Jenn Plews (CEO)	01756 707600
Helen Flynn- Safeguarding Trustee, Northern Star Academies Trust	01756 707600
NSAT Trust DSL - Gary Crompton	07498 226698
Children's Social Care – Emergency Duty Team Add respective LA details	01609 780780
Designated Officer (LADO) Add respective LA details	NYCC LADO REFERRAL FORM
Childline	0800 1111 Childline Website Direct Link
NSPCC Information Service	0800 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285
Safelives: young people and domestic abuse	https://safelives.org.uk/
Operation Encompass (includes information for schools on the impact of domestic abuse on children)	https://www.operationencompass.org/

4. Duties and Responsibilities

The Designated Safeguarding Lead (DSL):

- is a member of the Senior Leadership Team
- has adequate time to fulfil the role of DSL
- has the status and authority within the Academy to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the Academy community
- has a working knowledge of local procedures
- makes staff aware of training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns using CPOMS
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the Academy, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the Academy's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSP

- liaises with the 'case manager' and the Designated Officer (LADO) for child protection concerns in cases which concern a staff member
- liaises with other relevant staff (Academy and multi-agency) on matters of safety and safeguarding
- ensures that the child protection policy and procedures are reviewed and updated annually, liaises with the Trust Senior Safeguarding Adviser and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- makes the Trust Safeguarding and Child Protection Policy and School-specific Arrangement policy available publicly, on the Academy's website or by other means.
- should take the lead responsibility for understanding the filtering and monitoring systems and processes in place.

The Deputy Designated Safeguarding Lead:

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

5. Children and Young People who may be particularly vulnerable.

Any child may benefit from Early Help, but some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse can occur and contextual safeguarding issues.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who:

- are subject to Child in Need or Child Protection Plans or have other social care involvement
- are disabled or have special educational needs
- have special educational needs (whether or not they have a statutory Education, Health, and Care Plan)
- are young carers
- have certain medical or physical health conditions
- are LGTBQ+
- have a social worker
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- are frequently missing/goes missing from care or from home
- are at risk of modern slavery, trafficking, criminal exploitation, or sexual exploitation
- are affected by parental substance misuse, domestic violence, or parental mental health needs
- are misusing drugs or alcohol
- have returned to the family home after a period in care
- are asylum seekers
- are living away from home / are privately fostered

- are vulnerable to being bullied, or engaging in bullying
- are living in temporary accommodation
- are living transient lifestyles
- are living in chaotic and unsupportive home situations
- are homeless
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- do not have English as a first language
- are at risk of female genital mutilation (FGM)
- are at risk of forced marriage
- are within the court system
- have a family member in prison
- are at risk of being drawn into extremism or being exploited.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs. Academies should provide all children a 'safe space for them to speak out or share their concerns with a member of staff. This is particularly important for LGBTQ+ children and particular attention should be given consideration for providing safe spaces and opportunities for this group of children.

6. Children with special educational needs or disabilities

Greratwood Community Primary and Nursery School recognises that children and young people with special educational needs and disabilities can face additional safeguarding challenges and are 30% more likely to face abuse.

Additional barriers can exist when recognising abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

7. Allegations against staff or volunteers

When an allegation is made against a member of staff, our set protocols and procedures must be followed. The full procedures for dealing with allegations against staff can be found in the Trust's Managing Allegations Policy.

If you have a concern about an adult working within the Academy, please contact:

Name	Role	Contact Number
Jonelle Yeoman	Headteacher	01756 793609
Jenn Plews	CEO/Trust Leader	01756 707600

8. Staff training

It is important that all staff receive 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. All staff will undertake training each September covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety)
- Local procedures for responding to concerns
- The Academy's behaviour policy
- Response to children that go missing in education
- The NSAT Code of Conduct
- Allegations management.
- Child on Child Sexual Violence, Abuse and Harassment
- PREVENT
- Relevant staff to have training on filtering and monitoring on devices and networks

The level of additional training staff will receive is based on their role.

Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will 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.

9. Safer Recruitment

Our Academy complies with the requirements of Keeping Children Safe in Education (DfE 2023) and the Local Safeguarding Partnership by carrying out the required checks and verifying the applicant's identity, qualifications, and work history.

- At least one member of each recruitment panel will have completed safer recruitment training within the last 2 years.
- All relevant staff are made aware of relevant legislation and their obligations to disclose relevant information.
- The Trust and Academy obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked.
- Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained.
- The Academy maintains a single central record of recruitment checks undertaken – these are stored on Every.

10. Volunteers

All volunteers working with the Academy will be risk assessed and will undergo checks commensurate with their work in the Academy, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

11. Contractors

The Academy checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

12. Site Security

Visitors to the Academy, including contractors, are asked to sign in and are given a badge with a coloured lanyard, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations. The Headteacher or appointed SLT Member on-site will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. At Greatwood School we have a site specific safeguarding booklet that is shared with new visitors.

13. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

14. Teaching our pupils about safeguarding

Children are taught about relevant aspects of safeguarding through assemblies and through lessons within the classroom. This involves how to stay safe in our community and online.

We work with outside agencies, such as the Police and assemblies and with the NSPCC on issues that the children may face in their day-to-day lives. All children are reminded to talk to an adult in school if they have any issues that are worrying them.

Our PSHE curriculum is centred around safeguarding.

We work closely with PC Ruth Pearson who is our named school police officer. PC Ruth visits school monthly and works collaboratively with Mrs Yeoman, Mrs Smith and supports identified children and their families.

We work very closely with Early Help, Social Services and the SEND HUB.

As a school we share weekly 'Safety Sunday' information linked directly to safeguarding.

We use National Online Safety training and resources to ensure that we are at the forefront of Online Safety and changes/updates.

15. Child Protection Procedures

Recognising abuse

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

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people. Keeping Children Safe in Education (DfE 2023) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Children may not always feel ready or know how to tell someone that they are being abused, exploited, or neglected. They may not even recognise their experiences as harmful. They may feel embarrassed and threatened due to their vulnerabilities, disability, sexual orientation, communication barriers, as examples. Staff are expected to have a constant awareness and 'professional curiosity' whenever safeguarding children and must speak/report to the DSL any concerns.

Children at [name of school] are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse

Taking Action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here."

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary, call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own 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 on CPOMS**
- seek support for yourself if you are distressed

16. If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns following the agreed Academy process (CPOMS). If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

17. If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils' staff will:

- allow them to speak freely
- remain calm and not overreact
- 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'
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the record of concern form and hand it to the DSL as soon as possible
- seek support if they feel distressed.

The DSL will have to balance the victims wishes against their duty to protect other victims and other children. Supervision is to be encouraged in these circumstances.

18. Notifying Parents

The Academy will normally seek to discuss any concerns about a pupil 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.

Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

19. Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a 'need to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2023) emphasises that any member of staff can contact children's social care or the dedicated NSPCC helpline if they are concerned about a child.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Child protection information will be stored separately from the pupil's pastoral file within CPOMS. The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent

The Data Protection Act 2018 contains exemptions to the rights of access contained in Article 15 of the UK GDPR for health, social work, education, and child abuse data. The right of access for Child Protection files may be restricted in certain circumstances, especially when relating to child abuse and when the disclosure of information would not be in the best interests of the child. Child abuse data is defined in the Act as "personal data consisting of information as to whether the data subject is or has been the subject of, or may be at risk of, child abuse."

If any member of staff receives a request from a pupil, parent, or solicitor or other third party to see child protection records, they will refer the request to the Headteacher to consider in line with the Trust Information Governance Policies. The Data Protection Act 2018 and GDPR does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

20. Early Help

Identifying the help that children and families need is essential and involves everyone in the school community. It is important that any issues are addressed in a supportive manner and in a timely way that can prevent further issues arising. The welfare of pupils is given the highest priority and Early Help is a key tool to ensure that all children are safe and have their needs met.

Parent/carers are involved in the Early Help process and contribute to the support that they receive. This support can be through TAC (Team around the Child), a referral for additional support (Healthy Minds or Family Support Worker) with the aim of enabling the parent/carers to identify their needs and find solutions to any issues that they may face.

The Academy employs a Family Key Worker, add name who supports the family both on the school site and in their homes. The Family Key Worker tailors the support provided to suit the needs of the family/individual child. The Education Welfare Officer/ Attendance Officer, add name also supports families to ensure that each child's attendance reaches the expected 97%. Where issues are identified, the EWO works directly with the family to overcome barriers and find solutions to the problems they are experiencing.

21. Referral to Children's Social Care

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

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child. 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 designated safeguarding lead, their deputy, the Headteacher and the Trust Executive Team are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

22. Escalating Concerns

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL
- staff not being satisfied about the decision of the DSL or Headteacher
- staff aware that a colleague has not passed on a concern
- external agencies not accepting a referral from an Academy when it is felt one is needed
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close a concern because they feel “stuck” or “they can’t do anymore.” It is important to escalate concerns to DSLs, Headteachers, other senior staff or if necessary, to the Trust Safeguarding Team.

If there are concerns about the work of an external agency the Academy will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment, and resolution.

If the options above have been explored fully and the concern still isn’t being handled effectively and therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via NSAT Business Centre or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

23. Specific Safeguarding and Child Protection Issues

Mental Health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem; however, academy staff are well placed to identify where a child’s behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic experiences, this can have a lasting impact throughout childhood.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. [Explain how to do this in your school

All staff are made aware of the indicators of potential mental health concerns and will share these with the DSL.

24. Child Abduction and Community Safety Incidents

Child abduction is the removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents or other family members, by people known but not related to the victim and by strangers.

Staff should be vigilant regarding community safety incidents within the vicinity of the academy and ensure that all information is passed to the DSL in a timely manner.

Children are also provided with information in order to ensure they are able to keep themselves safe.

25. Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

We recognise that both circumstances may be stressful for children and appropriate support will be provided in line with local and national guidance

26. Children Missing or Absent from Education

Attendance, absence, and exclusions are closely monitored. A child going missing/absent from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation as well as criminal exploitation including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. The Academy will monitor unauthorised absence and take appropriate action that follows the locally agreed (Local Authority) protocols for raising concerns, particularly where children go missing or are absent for extended periods of time, on repeated occasions and/or are missing for periods during the Academy Day. We monitor attendance carefully and address poor or irregular attendance without delay. Where necessary the Academy should quickly assess any Safeguarding concerns and record those concerns on CPOMS.

27. Children with family members in prison

Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The Academy recognises that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders (NICCO) and local agencies.

Extra-familial harms

‘Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.’

28. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or threat of violence. Some of the following can be indicators of CCE: Information about Child Criminal Exploitation can be found in KCSIE (2023) page 37 – 39 and Annex B pages 140 - 142.

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

This list is not exhaustive, staff should remain vigilant, and any concerns should be raised immediately with the DSL.

29. Child Sexual Exploitation

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

CSE can affect any young person, male or female, under the age of 18 years, including 16- and 17-year-olds who can legally consent to sexual activity.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Indicators of CSE (in addition to those indicators for CCE) can include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

The Academy includes the risks of sexual exploitation in the PSHCE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

30. Online Safety

Online safety is a crucial part of modern society. Online Safety is a running theme throughout the whole school curriculum. Everyone should continually monitor and educate children in the safest ways to navigate the digital world. All staff should receive training in online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The Academy DSL should take the lead responsibility for understanding the filtering and monitoring system that are in place within the academy.

The Academy should meet the standards set out in the [DfE Filtering and Monitoring Standards](#).

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

Systems in place for filtering and monitoring online safety include staff vigilance, Smoothwall (filtering and monitoring), SENSO Cloud (monitoring). Senso Cloud will monitor school devices that are on and off the school site to safeguard children within the Trust Partnership.

The Academy should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

what systems they have in place to filter and monitor online use

what they are asking children to do online, including the sites they will be asked to access

who from the Academy their child is going to be interacting with online

31. County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines.”

It involves Child Criminal Exploitation as gangs use children and vulnerable people to move and store drugs and money across the country.

County Lines activity and the associated coercion, intimidation, violence, weapons, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Children can be targeted and recruited in any setting and are easily trapped as the gangs create ‘debts’ and can threaten serious violence and kidnap of family members if they attempt to leave the network.

Academy staff will remain vigilant to those children and concerns will be shared with the DSL.

32. Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional, or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

All children can witness and be adversely affected by exposure to domestic abuse and/or violence between family members. This can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. It is necessary to recognise that Children who witness domestic abuse are also victims and should be treated as such.

Domestic abuse affecting young people can also occur within their personal and intimate relationships, as well as in the context of their home life.

33. Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

The DSL will be able to support pupils facing homelessness in supporting and signposting through appropriate agencies and support networks within the locality.

34. So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia or other injury to the female genital organs. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Academy staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by a female pupil about going on a long holiday during the summer vacation period.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable the Academy to support the staff member through this process.

A forced marriage is a marriage entered into without the full and free consent of one or both parties. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Academy staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

35. Preventing Radicalisation

The government defines extremism 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. This also includes calling for the death of members of the armed forces.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal, or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy and other forms of extremism.

Academy staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the Academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014).

The Academy has an identified Prevent Lead who will co-ordinate all concerns, and necessary referrals related to extremism, radicalisation, and terrorism.

36. Children with sexually harmful behaviour

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 pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

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. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

37. Sexual Violence, Abuse and Harassment

Academies operate on a 'zero tolerance' approach to sexual violence and sexual harassment. This behaviour is unacceptable, and these behaviours are not to be dismissed as this can be seen as normalising these behaviours.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the

- experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos.

As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

- sharing of unwanted explicit content;
- upskirting (is a criminal offence¹⁰⁶);
- 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 pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.
- 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. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Reports of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer. It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment must be taken into account.

38. Child-on-Child abuse

The Academy recognises that pupils may become victims of abuse from other pupils. This also includes intimate relationships between children also known as 'teenage relationship abuse.'

This is most likely to include, but may not be limited to, abuse within intimate partner relationships; bullying (including cyberbullying), sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, upskirting and initiation/hazing type violence and rituals.

Sexual violence and harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser. It will be made clear that no form of child-on-child abuse, sexual violence or sexual harassment will be tolerated or

accepted as an inevitable part of growing up or banter, any behaviour of this type will be challenged and not normalised.

39. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the Academy should notify the Local Authority of the circumstances.

40. Looked After children

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

41. Work experience

The Academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2023).

42. Children staying with host families – homestay during exchange visits

The Academy may make arrangements for pupils to stay with a host family during an exchange visit abroad or within the UK. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

Some overseas pupils may reside with host families during school terms, and we will work with the Local Authority to check that such arrangements are safe and suitable.

In such circumstances the Academy follows the guidance in Annex E of Keeping Children Safe in Education (2023) to ensure that hosting arrangements are as safe as possible.

43. Searching, Screening and Confiscation

There are occasions that require a search of a child and/or their possessions. The headteacher and the staff they authorise has a statutory power to search where there are reasonable grounds to have an item prohibited within the [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk) advice for schools.

Appropriate, recorded training must be given to those staff members authorised by the headteacher to search a child. This must include the extent of a search, the use of appropriate adults, where searches can be completed and by whom This is to comply with Searching, Screening advice for schools which includes references to appropriate [Police and Criminal Evidence Act 1984 Codes A & C](#)

The following staff have been authorised to carry out a search within this academy.

Jonelle Yeoman- Headteacher/DSL	Charlene Finch- Deputy DSL
Rebecca Carter- Deputy DSL	
Susan Smith- Pastoral Leader	

Academies must record searches in CPOMS and include:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found; and what follow-up action was taken because of the search

Appendix One – Four Categories of abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to **as fabricated or induced illness**).

Emotional abuse

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual Abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

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

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or

- ensure access to appropriate medical care or treatment.

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

Indicators of abuse

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 safeguarding lead.

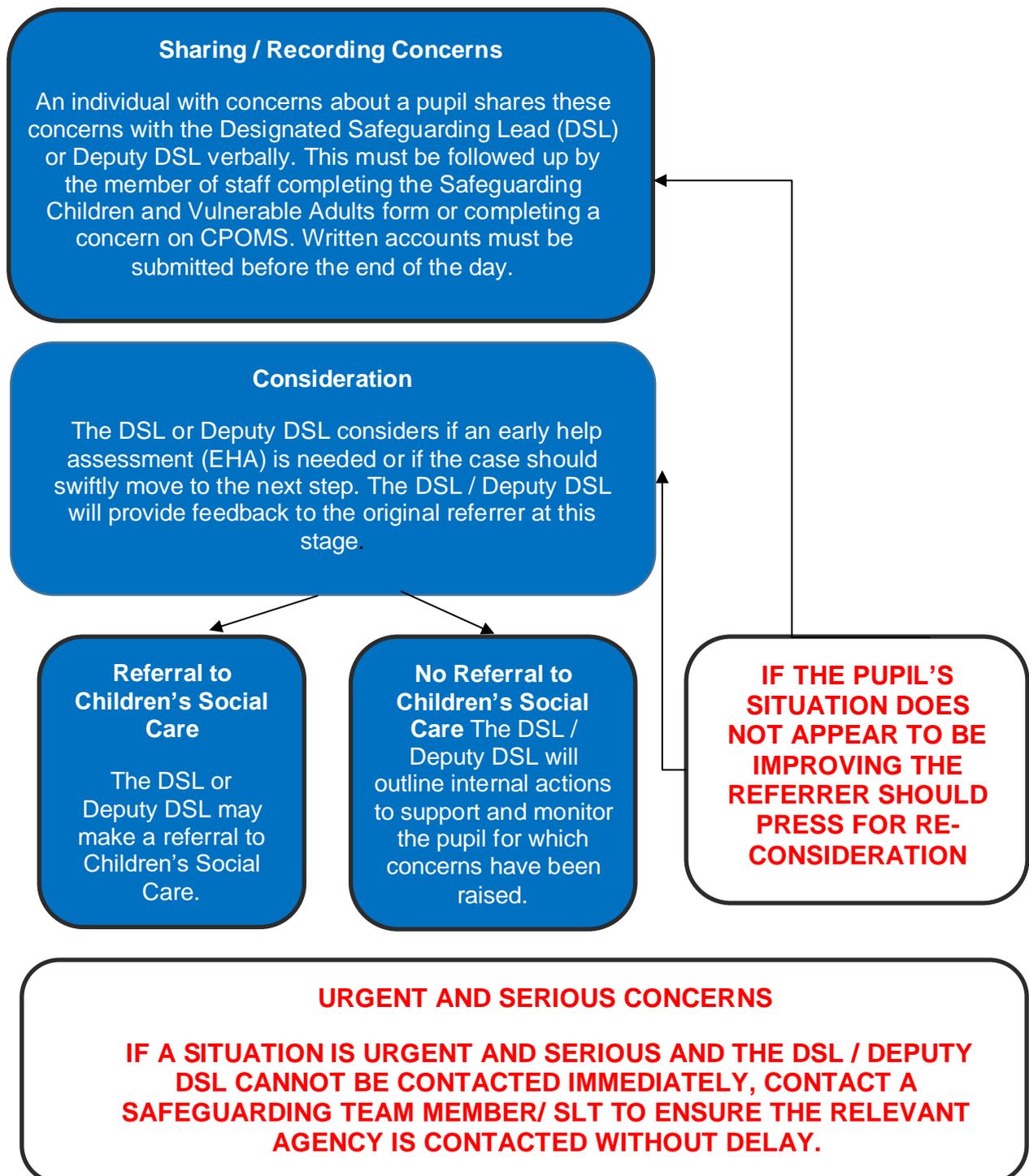
It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected, or exploited 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 regarding their own or other's safety
- self-harm
- frequently miss school, arrive late, or leave the school for part of the day
- 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 disinterested 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
- acquire gifts such as money or a mobile phone from new 'friends.'

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.

Appendix Two: Concerns Flowchart



Appendix A - Document Control Sheet

Dissemination	<p>How will the policy be disseminated?</p> <p>This policy will be disseminated to Teaching and Associate Staff as part of the annual Safeguarding INSET (September 5 th 2023) and shared with any new employees and volunteers when they take up post.</p> <p>Staff will sign to say that they have read and understood the policy.</p> <p>Who should read the document? Please detail – is this all staff, pupils/students, certain individuals/ specific roles All members of SLT Teaching Staff Associate Staff Admin Team Facilities Team Sports Staff/Coaches Volunteers</p>
Implementation	<p>How will the policy be implemented?</p> <p>The policy will be implemented on a day to day basis, it will be lead by the DSL (Jonelle Yeoman) and the Safeguarding Team.</p>
Training	<p>What formal training is required and who requires training?</p> <p>September 5th 2023 all staff will complete the SSS Learning Child Protection Training and will receive a certificate which will be stored online on the SSSLearning platform for Greatwood . Any new staff will access this training when employed</p>
Monitoring & Audit	<p>How and where compliance with the policy will be monitored and audited and by whom</p> <p>Compliance will be monitored termly by our Safeguarding Governor: Steve Hailwood Jonelle Yeoman will report to all Governors at each meeting with regards to CPOMS incidents</p>
Statutory Requirement	<p>Is the policy a.... (Please tick).</p> <p>YES</p>
Website Publication	

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Revisions

Version	Description of Change	Date
2023-24		

Appendix A

NSAT Job description: Designated Safeguarding Lead (DSL)

Job details

Location: Academy named within this policy

Hours: Full Time in addition to other Leadership roles

Reporting to: Headteacher/LGB

Reporting lines: LGBs, Trust DSL, CEO, Trustees

Responsible for: Strategic Safeguarding & Child Protection within the named Academy

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice, and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult

- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
 - Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
 - Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
 - Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
 - Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school
 - The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential
- Add any other duties of particular relevance to your school

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
 - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place
- Add any other duties of particular relevance to your school

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Add any other duties of particular relevance to your school

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge, and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually
- Add any other duties of particular relevance to your school

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Add any other duties of particular relevance to your school

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Add any other duties of particular relevance to your school

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations, and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals
- Add any other duties of particular relevance to your school

Other areas of responsibility

- If required, add any other duties of particular relevance to your school

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.